

# PUBH 6727, SECTION 320

Health Leadership and Effecting Change  
 Fall 2018-Online

## COURSE & CONTACT INFORMATION

**Credits:** 2-credits

**Meeting Day(s), Time, and Place:** This course is entirely web-based, delivered via [Moodle at <http://moodle.umn.edu>]

Contact Type	Contact Information	Role	When to Contact
Instructor	Katie M. White, MBA, EdD kmwhite@umn.edu 612-625-9169  Office Hours: by arrangement with instructor via online or telephone meeting	Primary instructor for this course	Contact your instructor via the Course Q&A/Announcements Forum on the Moodle site, or in lesson-specific forums. Your instructor and TA will be checking forums at least once a day and returning emails within 24 hours. You can also contact the instructor directly via email. Please use email for private matters.
Teaching Assistant	Sana Siddiqui siddi019@umn.edu	Course teaching assistant helps instructor with grading and provides individual feedback on assignments	Contact the TA with questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact.
Technical Support	Technical support options are available on the SPH website. <a href="https://z.umn.edu/sphquickhelp">https://z.umn.edu/sphquickhelp</a>	Troubleshoots technical issues related to the course site or course content	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

### Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within 24 hours.

## COURSE DESCRIPTION

PubH 6727 Health Leadership and Effecting Change is designed for Public Health graduate 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 and apply them to Public Health. 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 health care management literature, from the change management literature, and from public health teaching cases.

In this 2-credit course, the online content on leadership includes the first six weeks on leadership theory and online class discussions that focus on applying concepts from the readings to a variety of settings. The seventh week includes a one-week wrap-up on the leadership content and a guest lecture by an outside expert who is available to answer any of your questions. The first half of the course ends with an assigned paper, your personal leadership development plan. The second half of this on-line course focuses on principles of change and change strategies for public health leaders. 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.

During the course, students post five sets of personal reflection notes at intervals of about every third week. For each week, students engage in discussion with colleagues on course content to critique, comment on relationships between concepts, and to provide personal examples and insights on the material as the course progresses.

## COURSE PREREQUISITES

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

## COURSE GOALS & OBJECTIVES

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

- Identify and discuss the behavioral practices (patterns of action) of effective leaders
- Identify and explain their own personal leadership values, strengths and weaknesses
- Articulate their personal leadership style and a leadership development plan
- Identify and discuss effective practices for leading organizational change
- Discuss theories of leadership and their application in day-to-day practices
- Identify the competencies of effective public health change leaders
- Identify and discuss the behavioral practices used by effective change leaders in multiple contexts (organizational, community, political, social/movement, and global)
- Articulate and explain the purpose for leading change in each of the above major contexts
- 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
- Connect the relevant theoretical concepts of leadership and change practices from multiple disciplines for public health purposes
- Describe alternate models, methodologies, tools of change practices and change evaluation in use and how these might be adapted to meet public health purposes
- Explore collaborative and partnering methods for working with leaders in multiple contexts to achieve shared goals
- Understand how change may be effected in more than one setting in intersecting contexts
- 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
- Critically analyze organizational change practices and leadership in cases from the field

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

PubH 6727 Health Leadership and Effecting Change is a 2-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Sessions will consist of review of online lectures, readings and discussions. Students are expected to be active online throughout the course, to complete the reading assignments prior to class, and to participate actively in class discussions.

Students will be required to complete:

- A personal leadership development plan paper assignment
- Five reflection notes
- Assigned weekly online forum postings to questions posted
- One final written assignment

Students are expected to turn in the written assignments on time.

### Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoiding broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Considering your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

## COURSE TEXT & READINGS

There are two required textbooks which you can purchase, or access e-versions of these texts through the eReserves page for the course (accessed through the Moodle site):

- **Kouzes, JM, & Posner BZ. *The Leadership Challenge*. 6th Ed. San Francisco: Jossey-Bass, 2012. ISBN 978-0-470-65172. (Note: Using the 5<sup>th</sup> edition is an acceptable alternate for this course).**
  - **Note:** *The Leadership Challenge* text is a course reading assignment that will be used only in the first 7 weeks of class, so, if you plan to purchase, please order it early. Alternately, the UMN Library has this text available in an electronic format (6 "seats" for the 6th Edition and 2 "seats" for the 5th Edition). See the eReserves page via the Moodle site for a link to the eBook editions.
  - **Recommended method for accessing the e-version of the text:** The license for use of this book only allows 6 e-users at a time, so please do not "Download" the book from the library link (if you do this, you will need to return the book within 14 days and it will restrict access for other students). Instead, use the "Chapter Download" option so that you can save each chapter as a PDF file and maintain access for other students in the class.
- **Hickman, G. R. (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:** An e-version of *Leading Change in Multiple Contexts* is available through the UMN Library (unlimited "seats"). See the eReserves page via the Moodle site for a link to the eBook edition.

This course assigns journal articles and other readings which are available via the University Libraries' E-Reserves and will be linked from the course site.

- **Please note:** The copyright holder of some of these articles (particularly Harvard Business School publications) require a nominal royalty fee. When you first access the eReserves' Digital Course Pack, the UMN library will collect the aggregate fees for these course materials. Please refer to the Moodle course site for the relevant readings for each week.

It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

#### Required readings:

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. *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. Krattenmaker, T. Change through appreciative inquiry. *Harvard Management Communication Letter*. 2001 Oct; 4(10):5-6.
16. McMichael, AJ, & Beaglehole, R. (2000). The changing global context of public health. *Lancet*, 356: 495-99.
17. McCreary, L. Kaiser Permanente's innovation on the front lines. *Harvard Business Review*. 2010 Sept; 88(9): 92-97.
18. Meyerson, DE. Radical change, the quiet way. *Harvard Business Review*. 2001 Oct; 79(9):92-100.
19. Pascale, RT, & Sternin, J. Your company's secret change agents. *Harvard Business Review*. 2005 May; 83(5):72-81.

#### 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, 2<sup>nd</sup> 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*.
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. Kania, J. & Kramer, M. (Winter, 2011). Collective impact. *Stanford Social Innovation Review*.
13. Kramer, RM. The great intimidators. *Harvard Business Review*. 2006 Feb; 84(2):88-96.

14. 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.
15. 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.
16. 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.
17. Lefebvre, R.C. Social Inoculation, Social Marketing and Childhood Immunizations. Retrieved from: <http://www.typepad.com/services/trackback/6a00d8341c595f53ef01538f2900e6970b> on June 17, 2011.
18. Palus, C. & Horth, D. (1996). Leading creatively: The art of making sense. *Journal of Aesthetic Education, 30(4)*, 53-68.
19. Senge, P.M. (2000, Fall). Lessons for change leaders. *Leader to Leader, 18*, 21-27.
20. Shortell, S. (2000). Community health improvement approaches: Accounting for the relative lack of impact. *Health Services Research, 5(3)*, 555-560.
21. Vroom, V.H., & Jago, A.G. The role of situation in leadership. *American Psychologist, 62(1)*: 17-24.
22. Weiner, B., Alexander, J. & Zuckerman, H. (2000). Strategies for effective management participation in community health partnerships. *Health Care Management Review, 25(3)*, 48-66.

## COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Week	Topic	Readings	Activities/Assignments
<b>Week 1</b> <b>Sept 4 - 9</b>	<ul style="list-style-type: none"> <li><b>Introduction to the Leadership Challenge</b></li> </ul>	<b>Text</b> <ul style="list-style-type: none"> <li><b>Kouzes &amp; Posner, The Leadership Challenge, 6<sup>th</sup> Ed. (pp. 1-44)</b> <ul style="list-style-type: none"> <li>Introduction</li> <li><i>What Leaders Do and What Constituents Expect</i></li> <li>Chapter 1: When Leaders Are at Their Best</li> <li>Chapter 2: Credibility is the Foundation of Leadership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Introductions</b> (due Thurs 9/6)</li> <li><b>Lesson 1 Discussion</b> (initial post due Thurs 9/6, response due Sun 9/9)</li> </ul>
<b>Week 2</b> <b>Sept 10 - 16</b>	<ul style="list-style-type: none"> <li><b>Practices of Leaders: Practice 1 &amp; 2</b></li> </ul>	<b>Text</b> <ul style="list-style-type: none"> <li><b>Kouzes &amp; Posner, The Leadership Challenge, 6<sup>th</sup> Ed. (pp. 45-142)</b> <ul style="list-style-type: none"> <li><i>Practice 1: Model the Way</i> <ul style="list-style-type: none"> <li>Chapter 3: Clarify Values</li> <li>Chapter 4: Set the Example</li> </ul> </li> <li><i>Practice 2: Inspire a Shared Vision</i> <ul style="list-style-type: none"> <li>Chapter 5: Envision the Future</li> <li>Chapter 6: Enlist Others</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Lesson 2 Discussion</b> (initial post due Thurs 9/13, response due Sun 9/16)</li> </ul>
<b>Week 3</b> <b>Sept 17 - 23</b>	<ul style="list-style-type: none"> <li><b>Practices of Leaders: Practice 3 &amp; 4</b></li> </ul>	<b>Text</b> <ul style="list-style-type: none"> <li><b>Kouzes &amp; Posner, The Leadership Challenge, 6<sup>th</sup> Ed. (pp. 143-244)</b> <ul style="list-style-type: none"> <li><i>Practice 3: Challenge the Process</i> <ul style="list-style-type: none"> <li>Chapter 7: Search for Opportunities</li> <li>Chapter 8: Experiment and Take Risks</li> </ul> </li> <li><i>Practice 4: Enable Others to Act</i> <ul style="list-style-type: none"> <li>Chapter 9: Foster Collaboration</li> <li>Chapter 10: Strengthen Others</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Lesson 3 Discussion</b> (initial post due Thurs 9/20, response due Sun 9/23)</li> <li><b>Self-assessment of Leadership Practices, The Leadership Practices Inventory (LPI).</b> Between Weeks 3 and 6 complete your online leadership practices assessment and receive your report. The TA will send you the URL to the assessment site and your personal access code.</li> </ul>

<p><b>Week 4</b> Sept 24 - 30</p>	<ul style="list-style-type: none"> <li>• <b>Practices of Leaders: Practice 5 &amp; Summary</b></li> </ul>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• <b>Kouzes &amp; Posner, The Leadership Challenge, 6<sup>th</sup> Ed. (pp. 245-314)</b> <i>Practice 5: Encourage the Heart</i> <ul style="list-style-type: none"> <li>• Chapter 11: Recognize Contributions</li> <li>• Chapter 12: Celebrate the Values and Victories</li> <li>• Chapter 13: Leadership is Everyone's Business</li> </ul> </li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• 2 Most Important Management Secrets: Pygmalion and Galatea Effects: The Power of the Supervisor's Expectations and the Power of Your Own</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 4 Discussion</b> (initial post due Thurs 9/27, response due Sun 9/30)</li> <li>• <b>Reflection Notes #1</b> (due Sun 9/30)</li> </ul>
<p><b>Week 5</b> Oct 1 - 7</p>	<ul style="list-style-type: none"> <li>• <b>Other Constructions of Leadership: Part I</b></li> </ul>	<p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Goleman, D. What makes a leader? Harvard Business Review. 1998 Nov-Dec; 76(6):93-102.</li> <li>• Heifetz, RA, &amp; Laurie, DL. The work of leadership. Harvard Business Review. 1997 Jan-Feb; 75(1):124-134.</li> <li>• Kaplan, RE, &amp; Kaiser, RB. Developing versatile leadership. MIT Sloan Management Review. 2003 Summer; 44(4):19-26.</li> <li>• Kramer, RM. The great intimidators. Harvard Business Review. 2006 Feb; 84(2):88-96.</li> <li>• The 2 Most Important Management Secrets: Pygmalion and Galatea Effects: The Power of the Supervisor's Expectations and the Power of Your Own</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 5 Discussion</b> (initial post due Thurs 10/4, response due Sun 10/7)</li> </ul>
<p><b>Week 6</b> Oct 8 - 14</p>	<ul style="list-style-type: none"> <li>• <b>Other Constructions of Leadership: Part II</b></li> </ul>	<p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Ancona, D, Malone, TW, Orlikowski, WJ, &amp; Senge PM. In praise of the incomplete leader. Harvard Business Review. 2007 Feb; 85(2):92-100.</li> <li>• Collins, J. Level 5 leadership: the triumph of humility and fierce resolve. Harvard Business Review. 2005 Jul-Aug; 83(7/8):136-46.</li> <li>• George, B, Sims, P, McLean, AN, &amp; Mayer, D. Discovering your authentic leadership. Harvard Business Review. 2007 Feb; 85(2):129-138.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 6 Discussion</b> (initial post due Thurs 10/11, response due Sun 10/14)</li> </ul>
<p><b>Week 7</b> Oct 15 - 21</p>	<ul style="list-style-type: none"> <li>• <b>Wrap-up on Leadership, Jan Malcolm Guest Lecture</b></li> </ul>	<p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Gawande, A. The hot spotters. The New Yorker, 0028792X, 1/24/2011, Vol. 86, Issue 45.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 7 Discussion</b> (initial post due Thurs 10/18, response due Sun 10/21)</li> <li>• <b>Reflection Notes #2</b> (due Sun 10/21)</li> <li>• <b>Questions for Jan Malcolm, Guest Lecturer</b> (due Sun 10/21)</li> </ul>
<p><b>Week 8</b> Oct 22 - 28</p>	<ul style="list-style-type: none"> <li>• <b>Mid-Term Paper: Personal Leadership Development Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No readings</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mid-Term Paper: A Personal Leadership Development Plan</b> (due Sun 10/28)</li> </ul>

<p><b>Week 9</b> Oct 29 - Nov 4</p>	<ul style="list-style-type: none"> <li>• <b>Leading Change in Multiple Contexts I: Conceptual Perspectives on Leading Change</b></li> </ul>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• <b>Hickman, Leading Change in Multiple Contexts (pp. 1-32)</b> <i>Part I: Conceptual Perspectives on Leading Change</i> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Chapter 1: Causality Change and Leadership</li> </ul> </li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Bornstein, D. (2011, July 28). Treating the cause, not the illness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 9 Discussion</b> (initial post due Thurs 11/1, response due Sun 11/4)</li> <li>• <b>Post a 1-page description of your plan for the final paper</b> (due Sun 11/4)</li> </ul>
<p><b>Week 10</b> Nov 5 - 11</p>	<ul style="list-style-type: none"> <li>• <b>Leading Change in Multiple Contexts II: Leading Change in Organizational Contexts</b></li> </ul>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• <b>Hickman, Leading Change in Multiple Contexts (pp. 33-118)</b> <i>Part II: Leading Change in Organizational Contexts</i> <ul style="list-style-type: none"> <li>• Chapter 2: Concepts of Organizational Change</li> <li>• Chapter 3: Concepts of Leadership in Organizational Change</li> <li>• Chapter 4: Organizational Change Practices</li> </ul> </li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Kouzes J., &amp; Posner, B. (2003). Challenge is the Opportunity for Greatness. <i>Leader to Leader</i>, 28. pp. 16-23.</li> <li>• Kouzes J., &amp; Posner, B. (2005). Leading in Cynical Times. <i>Journal of Management Inquiry</i>, 14(4), pp. 357-364.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 10 Discussion</b> (initial post due Thurs 11/8, response due Sun 11/11)</li> <li>• <b>Reflection Notes #3</b> (due Sun 11/11)</li> </ul>
<p><b>Week 11</b> Nov 12 - 18</p>	<ul style="list-style-type: none"> <li>• <b>Leading Change in Multiple Contexts III: Leading Community and Organizational Change</b></li> </ul>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• <b>Hickman, Leading Change in Multiple Contexts (pp. 119-160)</b> <i>Part III: Leading Community and Organizational Change</i> <ul style="list-style-type: none"> <li>• Chapter 5: Community Change Context</li> <li>• Chapter 6: Crossing Organizational and Community Contexts</li> </ul> </li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Meyerson, DE. Radical change, the quiet way. <i>Harvard Business Review</i>. 2001 Oct; 79(9):92-100.</li> <li>• Pascale, RT, &amp; Sternin, J. Your company's secret change agents. <i>Harvard Business Review</i>. 2005 May; 83(5):72-81.</li> <li>• Hanleybrown, F., Kania, J., &amp; Kramer, M. (2012). Channeling change: Making collective impact work. <i>Stanford Social Innovation Review</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 11 Discussion</b> (initial post due Thurs 11/15, response due Sun 11/18)</li> </ul>

<p><b>Week 12</b> Nov 19 - 25</p>	<p><b>University Holiday</b> November 22 &amp; 23</p>	<ul style="list-style-type: none"> <li>• <b>No reading</b></li> <li>• <b>Scan optional reading list for potential resources to use in final project</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use this time to work on your final paper project. This week may be used for any of the work activities needed to complete your final paper, such as: conducting interviews of key stakeholders at the organization you are assessing (Option A) or reviewing resources to help you develop a change management plan (Option B).</li> </ul>
<p><b>Week 13</b> Nov 26 - Dec 2</p>	<ul style="list-style-type: none"> <li>• <b>Leading Change in Multiple Contexts IV: Leading Political and Social Change</b></li> </ul>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• <b>Hickman, Leading Change in Multiple Contexts (pp. 161-228)</b> <i>Part IV: Leading Political and Social Change</i> <ul style="list-style-type: none"> <li>• Chapter 7: Political Change Context</li> <li>• Chapter 8: Social Change Context</li> <li>• Chapter 9: Crossing Political and Social Contexts</li> </ul> </li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Krattenmaker, T. Change through appreciative inquiry. Harvard Management Communication Letter. 2001 Oct; 4(10):5-6.</li> <li>• McCreary, L. Kaiser Permanente's innovation on the front lines. Harvard Business Review. 2010 Sept; 88(9): 92-97.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 13 Discussion</b> (initial post due Thurs 11/29, response due Sun 12/2)</li> </ul>

<p><b>Week 14</b> <b>Dec 3 - 9</b></p>	<ul style="list-style-type: none"> <li>• <b>Leading Change in Multiple Contexts V: Leading Global Change</b></li> </ul>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• <b>Hickman, Leading Change in Multiple Contexts (pp. 229-304)</b> <i>Part V: Leading Global Change</i> <ul style="list-style-type: none"> <li>• Chapter 10: Global Change Context</li> <li>• Chapter 11: Crossing Global and Social Contexts</li> <li>• Chapter 12: Conclusion: Connecting Concepts and Practices in Multiple Contexts</li> <li>• Epilogue: Leading Intellectual Change: The Power of Ideas</li> </ul> </li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Beaglehole, R., Bonita, R., Horton, R., Adams, O., &amp; McKee, M. (2004). Public health in the new era: improving health through collective action. <i>Lancet</i>. 363: 2084-86.</li> <li>• Garrett, L. (2007). The challenge of global health. <i>Foreign Affairs</i>. 86(1):14-38.</li> </ul> <p><b>Also scan:</b></p> <ul style="list-style-type: none"> <li>• Dodgson, R., Lee, K., &amp; Drager, N. (2002, Feb). Global health governance: A conceptual review. White paper of Centre on Global Change &amp; Health, London School of Hygiene &amp; Tropical Health, and the Dept. of Health &amp; Development, World Health Organization.</li> <li>• McMichael, AJ, &amp; Beaglehole, R. (2000). The changing global context of public health. <i>Lancet</i>, 356: 495-99.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson 14 Discussion</b> (initial post due Thurs 12/6, response due Sun 12/9)</li> <li>• <b>Reflection Notes #4</b> (due Sun 12/9)</li> </ul>
<p><b>Week 15</b> <b>Dec 10 - 16</b></p>	<ul style="list-style-type: none"> <li>• <b>Ethics &amp; Political Skills for Organizational Life and Final Notes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No readings</b></li> <li>• (lecture from Brandon &amp; Seldman text (for reference see optional resources posted on Moodle)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final Paper</b> (due: Sat 12/15)</li> <li>• <b>Final course Reflection Notes #5</b> (due Sun12/16)</li> </ul>

## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## EVALUATION & GRADING

Students will be expected to complete four assignments. The first assignment is a written analysis of one's own leadership style and a written plan for personal leadership development based on the individualized LPI assessment. The second assignment is a series of discussion posts based on responses in twelve weekly discussions. Of these 12, the lowest two scores are discarded and 10 kept for the grading of discussion posts. The third assignment is the final paper (chosen from one of two options - see Moodle for instructions). The final assignment is a series of five reflection notes due at intervals of about every 3 weeks' time with the final reflection note as the course ends. See Moodle for detailed instructions for assignments and how these assignments will be evaluated.

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

Leadership development plan paper (45 points)	25%
Discussion Questions (10 @4 points each, 40 points)	30%
Final paper (55 points)	35%
Reflection notes (5 @2 points each, 10 points)	10%
Total (150 points)	100%

### Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

<b>% In Class</b>	<b>Grade</b>	<b>GPA</b>
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>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 (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Late Assignments</b></p>	<p>Written assignments turned in late without prior permission will be penalized up to one letter grade (10 grading scale points).</p>
<p><b>Attendance Requirements</b></p>	
<p><b>Makeup Work for Legitimate Reasons</b></p>	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> <li>• illness</li> <li>• serious accident or personal injury</li> <li>• hospitalization</li> <li>• death or serious illness within the family</li> <li>• bereavement</li> <li>• religious observances</li> <li>• subpoenas</li> <li>• jury duty</li> <li>• military service</li> <li>• participation in intercollegiate athletic events</li> </ul> <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (<a href="http://z.umn.edu/sphmakeupwork">http://z.umn.edu/sphmakeupwork</a>).</p>

<b>Extra Credit</b>	
<b>Saving &amp; Submitting Coursework</b>	<b>Documents that students submit are considered final;</b> students may not submit more than one version or draft of each assignment.
<b>Technical Issues with Course Materials</b>	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> <li>• Go to Quick Help: <a href="http://z.umn.edu/sphquickhelp">http://z.umn.edu/sphquickhelp</a>.</li> <li>• Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> <li>○ Provide as much information as possible, so the tech team can best help you as soon as possible.</li> <li>○ You can expect a response within 1-2 business days to help resolve the problem.</li> </ul> </li> </ul>

## DUO FACTOR SECURITY

Coming this Fall Duo security at sign-in will be rolled out progressively across campus. You will be notified about this change via e-mail. If you use Duo Security to sign in to University applications, **YOU ARE STRONGLY ENCOURAGED** to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (you forgot it, it was stolen, it's broken, the battery is dead, etc.). Learn about back up devices at [z.umn.edu/backupdevices](http://z.umn.edu/backupdevices).

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make up work.

Learn more about Duo Security at [z.umn.edu/duosecurity](http://z.umn.edu/duosecurity).

## CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
<p>From Foundational CEPH Competencies:            16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.</p>	<p>See Course Objectives</p>	<p>Assignment 1. Leadership Development Plan            Assignment 2. Field Project Critical Assessment of Change Management and Leadership paper (Option A) or Plan for Change Management project paper (Option B)            Assignment 3. Five reflection notes: reactions to and critiques of the readings, relationships among concepts or readings or with prior course content, or questions the student would like to address in the upcoming class meetings.             Assignment 4. Class Participation in weekly discussion of content</p>
<p>From PHAP Program Competencies 2018:            2. Manage and lead public and population health care organizations, programs and systems.</p>	<p>See course Objectives</p>	<p>Assignment 1. Leadership Development Plan            Assignment 2. Field Project Critical Assessment of Change Management and Leadership paper (Option A) or Plan for Change Management project paper (Option B)            Assignment 3. Five reflection notes: reactions to and critiques of the readings, relationships among concepts or readings or with prior course content, or questions the student would like to address in the upcoming class meetings.             Assignment 4. Class Participation in weekly discussion of content</p>