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 change leader in multi-sectoral contexts. The health care sector organizations discussed will include a variety of public health settings and care delivery organizations. Students learn the core concepts of leadership and the principles of organizational change. They use a self-assessment instrument to understand their own current strengths and shortcomings 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 three weeks of the course are devoted to readings on ethical leadership in organizations and organizational politics.

Small group discussions and class discussions focus on applying concepts from the readings to a variety of health care settings. Students participate in a reading group which is assigned to develop questions and lead the discussion of assigned reading materials during the week in which they are assigned to the reading group leadership role. Small teams of students conduct field projects to learn how change has been accomplished and the role of leadership in public health or health care delivery settings. Their findings are reported orally to the class and in writing.

II. Course Prerequisites

Students must be enrolled in the School of Public Health MPH programs or a related certificate program. 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:

1) to identify and discuss the behavioral practices (patterns of action) of effective leaders;
2) to identify and explain their personal leadership values, strengths and weaknesses;
3) to articulate their personal leadership style and development plan for its improvement;
4) to identify and discuss effective practices for leading organizational change; and
5) to discuss theories of leadership and their application in day-to-day practices.

IV. Methods of Instruction and Work Expectations

Sessions will consist primarily of lectures and discussions led by the instructor with some presentations and discussions led by students. 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 know in advance if you will need to miss a class.

Students will be required to: complete one individual written assignment, 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. Course Texts and Readings

There are three required textbooks:


All three books are available from Amazon.com, BarnesandNoble.com. They also may be available from other sources.

In addition, the following articles are required reading:


These items can be accessed via the Moodle site or electronically through the library's E-Journals function. (Item 7 cannot be accessed using this function.) To use E-Journals, go to: http://www.biomed.lib.umn.edu/

- Click "E-Journals" in red in the middle of the page.
- Type in the journal title in the “Title” box and click the Search button.
- This takes you to a list of journal titles. Click on the title of the journal you want.
- This takes you to a list of search sources. Click the one you want to use. If you have no preference, use the first one; if that one fails, move on down the list.
- At this point you will be prompted for your Internet ID and password if you are not already logged in.
- The next page normally displays the years in which the journal was published. Click the year you want, opening up a list of issues for that year. Click the issue you want.
- The next page normally shows the table of contents for that issue. Click the article you want.
- The next page normally shows the first page of the article or a bibliographic entry, in both cases with buttons along the top enabling you to select PDF or other viewing options. Ordinarily you will want to select the PDF option.
- You can save the article or print it.

For some journals, the sequence above is slightly different, but the pathway will almost always be obvious. If it is not, you can request help from the Bio-Medical Library online (http://www.biomed.lib.umn.edu/services/reference/askus) or by phone (612-626-4045).

VI. Course Outline/Schedule

The content of the sessions is subject to change as the course progresses.

Session 1, January 28: Introduction
Reading: Kouzes & Posner, foundational chapters 1-2 (pp. 3-41)
Content: 1) Introductions/ overview of course
2) Foundational issues: leadership as art and science, leadership vs. management
3) Introduction to Kouzes & Posner
4) Completion of the Leadership Practices Inventory
Other: Discussion of the assignments: (1) leadership development plan paper, (2) field project group PowerPoint presentation on leadership and change management process, reading group assignment with class presentation, and (4) group paper on results from field project assessing leadership and change management. Determine project groups for doing the group assignments. See appendix for instructions.

Session 2, February 4: Leadership I
Reading: Text by Kouzes & Posner, chapters 3-6 (pp. 45-156)
Content: 1) Model the Way (Kouzes & Posner, chapters 3-4)
2) Values cards exercise
3) Inspire a Shared Vision (Kouzes & Posner, chapters 5-6)

Session 3, February 11: Leadership II
Reading: Kouzes & Posner, chapters 7-10 (pp. 161-274), and article by Gawande (article 18)
Content: 1) Challenge the Process (Kouzes & Posner, chapters 7-8)
2) Enable Others to Act (Kouzes & Posner, chapters 9-10)
Reading Group 1 Assignment: Challenge the Process (Kouzes & Posner, chapters 7-8)
Reading Group 2 Assignment: Enable Others to Act (Kouzes & Posner, chapters 9-10)
Other: Leadership Practices Inventory Feedback Reports distributed

Session 4, February 18: Leadership III
Reading: Kouzes & Posner, chapters 11-13 (pp. 279 -351)
Content: 1) Encourage the Heart (Kouzes & Posner, chapters 11-12)
2) Small group discussions of results of the Leadership Practices Inventory. (Share with others in the class the results of your Leadership Practices Inventory. Reflect on the results and interpret them in the light of the textbook readings and your own background and experience. Discuss what changes you would like to make.)
3) Concluding comments on Kouzes & Posner (chpt 13)
4) Case discussions: leadership choices
Reading Group 3 Assignment: Encourage the Heart (Kouzes & Posner, chapters 11-12)

Session 5, February 25: Small group discussions – field project preparations
Arrangements for this class session & group work will be announced in class prior to session 5.
Reading: None
Group preparation for field project work for assignments 2 & 3:
Assignment: One-page field project preliminary plan due March 11th. One-page should include: team member names, possible (or defined) field site for project, and type of organizational change.
Session 6, March 4: Complementary and Contrasting Accounts of Leadership

Reading: Articles by Hill (article 1 above), Goleman (article 2), Kramer (article 3), Collins (article 4), Gabarro (article 5), Vroom & Jago (article 16)

Content: 1) Discussion of the first five articles above
2) Comparisons and contrasts with Kouzes & Posner
3) Discussion of role of situation in leadership (Vroom & Jago)

Reading Group 4 Assignment: Articles by Hill, Goleman, and Kramer

Reading Group 5 Assignment: Articles by Collins and Gabarro

Session 7, March 11: Reflecting on Leadership

Reading: Article by Heifetz (article 6 above); chapter by Dye (item 7 above); articles by, George (article 8), Kaplan (article 9), Ancona (article 10), DeRue & Ashford (article 17)

Content: 1) Discussion of adaptive leadership (Heifetz)
2) Discussion of servant leadership (Dye)
3) Discussion of theoretical work on leadership as a social process of leadership identity construction (DeRue & Ashford)
4) Small group exercise to compare and contrast approaches to leadership
5) Comments on selecting and developing one’s leadership style (George, Kaplan, Ancoma)
6) Exercise on planning the development of your style

Reading Group 6 Assignment: articles by Heifetz, Kaplan, and Ancona

Other: Assignment 1 (individual paper on your Leadership Practices Inventory results) due March 17th. Submit to the course website.

Spring Break (No class March 18th)

Session 8, March 25: Change Leadership I

Reading: Text by Kotter, chapters 1-5

Content: 1) Introduction to Kotter’s approach to change management
2) Kotter’s stages 1-3
3) Discussion of project choices for assignments 2 and 3

Session 9, April 1: Change Leadership II

Reading: Text by Kotter, chapters 6-12

Content: 1) Kotter’s stages 4-8
2) Concluding comments on Kotter
3) Guest presentation by TBD

Guest speaker: To Be Announced
Session 10, April 8: Change Leadership III
Reading: Articles by Pascale (article 11) and Meyerson (article 12), Havens (article 13), Krattenmaker (article 14), McCreary (article 15)
Content: 1) Discussion of alternative approaches to leading change (Pascale, Meyerson, Havens, Krattenmaker)
2) Discussion of institutionalizing change (McCreary)
3) Case discussions: choosing strategies for change

Reading Group 7 Assignment: articles by Pascale and Meyerson
Reading Group 8 Assignment: articles by Havens, Krattenmaker, and McCreary

Session 11, April 15: Political Skills for Organizational Life I
Reading: Text by Brandon and Seldman, introduction and chapters 1-8
Content: 1) Introduction to workplace political styles
2) Exercise on political styles
3) Brandon and Seldman’s tactics 1-4

Guest speaker:

Session 12, April 22: Political Skills for Organizational Life II
Reading: Text by Brandon and Seldman, chapters 9-16
Content: 1) Brandon and Seldman's tactics 5-12
2) Case discussions: planning political tactics

Guest speaker: To Be Announced

Session 13, April 29: Political Skills for Organizational Life III
Reading: Text by Brandon and Seldman, chapters 17-23
Content: 1) Detecting workplace deception
2) Building politically able, high-integrity teams

Final Session, May 6: Final Group Presentations
Reading: None
Content: 1) Oral presentations of Assignment 2 (group PowerPoint presentations on change management)
2) Celebration!

Final Assignment: Assignment 3 (group paper on a change management process) due by last day of semester classes, Friday, May 10. Submit to the course website.
VII. Evaluation and Grading

Basis for Grading

Students will be expected to complete three assignments. Assignment 1 will be a written analysis of one's own leadership style based on Kouzes & Posner. Assignment 2 will be a group oral report based on interviews with the leadership team of an organization undergoing change. Assignment 3 will be a group written report on this same episode of organizational change. The instructor will assign students to small groups to carry out the assignments 2 and 3. See the appendix for details of how these three assignments 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 details of how preparation and contribution will be evaluated.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 (individual written assignment)</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 2 (group oral presentation)</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3 (group written assignment)</td>
<td>20%</td>
</tr>
<tr>
<td>Class preparation and contribution</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

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 approved by the instructor. If a project group studies a change process that has not been approved by the instructor, the presentation (assignment 2) and paper (assignment 3) will each be downgraded up to one letter grade.

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.

Course Evaluation

Beginning in fall 2008, 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
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 Student Services Center at sph-ssc@umn.edu for further information.

**Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**
Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.

The University’s Student Conduct Code defines scholastic dishonesty as “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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another’s writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others’ work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

**Disability Statement**
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

**Mental Health Services:**
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 or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu
Appendix to Syllabus
PubH 6727 Health Leadership and Effecting Change, Spring Semester 2013

INSTRUCTIONS FOR ASSIGNMENTS AND CRITERIA FOR EVALUATION

Instructions for Small Reading Groups Presentation and Class Discussion

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

You will be assigned a reading group according to one of your top choices of articles(s) or text readings. These class presentations will start in Session 3. The intent of the presentations is for groups to examine, comment on, and engage their peers in discussions of the application of our learning in “real world” public health and health care scenarios (in other words, lead the discussion of how this material applies or doesn’t apply in today’s public health leadership context). Each group should read the assigned text material or article(s) and be prepared to discuss it in an informal, 20 minute group-led discussion with an additional 10 minutes 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” in a small group discussion format). Along with the professor, peers in this class will help assess your group presentation.

The following are suggestions for structuring your commentary when presenting to the class:

1) Briefly summarize the article(s), highlighting 2-3 points of particular interest to you.

2) What are the strengths/weaknesses of the argument the author(s) make?

3) How does this article relate to a “real world” scenario you’ve experienced in your professional lives or have otherwise learned about?

4) How relevant do you think the author’s ideas are for health care organization leaders today?

5) (For change management readings) How similar or different is the author’s model for change leadership from that of Jon Kotter’s model?

6) (For change management readings) How relevant do you think the author’s model for change leadership ideas are for health care organizations today in the context of health reform?
Instructions for Assignment 1

Individual paper on your Leadership Practices Inventory (LPI) results

Due: Sunday, March 17 - Submit to course website.

Preparation: Reflect on your LPI 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) in light of the text readings 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 contain 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. Describe why have you chosen to focus on these practices. (You may want to describe these in terms of your career goals and the leadership competencies you believe will be needed to advance in your career.)

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 eight 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.
Instructions for Assignment 2 (group PowerPoint presentation on a change management process)

Presentations will be made on April 29 or May 6.

You will have 3-5 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 or a large part of it. 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 for 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, and a change in the compensation system for physicians. 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 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)

Due Friday, May 10\textsuperscript{th} - 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 references (footnotes) with page numbers. 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 eight 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. 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 clearly, using page numbers. Include a separate page (before any appendices) as a list of references. The criteria listed in the form are the criteria the instructor will use in grading your paper. All authors for a given report will be given the same grade.
EVALUATION OF ASSIGNMENT 1
(Individual paper on your Leadership Practices Inventory results)

Elements of Evaluation

<table>
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<tr>
<th>Element Description</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The results of the student's Leadership Practices Inventory are clearly stated.</td>
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<td>2. Practices with high ratings are identified, and the reasons for the high ratings are discussed.</td>
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<tr>
<td>3. Practices with low ratings are identified and the reasons for the low ratings are discussed.</td>
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<td>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.)</td>
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<td>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.)</td>
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<td>6. The paper shows mastery of those portions of The Leadership Challenge that pertain to the practices discussed.</td>
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<td>7. The paper is well-planned, well-written, and logically organized.</td>
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**EVALUATION OF ASSIGNMENT 2**  
*(Group PowerPoint presentation on a change management process)*

<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Level of Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation and planning were evident in the presentation.</td>
<td>Low       0 1 2 3 4 5</td>
</tr>
<tr>
<td>2. The organization or subunit studied was clearly described.</td>
<td>Low       0 1 2 3 4 5</td>
</tr>
<tr>
<td>3. The method of obtaining information for the presentation was clearly described.</td>
<td>Low       0 1 2 3 4 5</td>
</tr>
<tr>
<td>4. The change process was well described.</td>
<td>Low       0 1 2 3 4 5</td>
</tr>
<tr>
<td>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.)</td>
<td>Low       0 2 4 6 8 10</td>
</tr>
<tr>
<td>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.)</td>
<td>Low       0 2 4 6 8 10</td>
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<tr>
<td>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.)</td>
<td>Low       0 2 4 6 8 10</td>
</tr>
<tr>
<td>8. Visual aids supported the presentation well.</td>
<td>Low       0 1 2 3 4 5</td>
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<tr>
<td>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.</td>
<td>Low       0 1 2 3 4 5</td>
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<tr>
<td>10. Questions were invited, and the answers were clear and responsive.</td>
<td>Low       0 1 2 3 4 5</td>
</tr>
</tbody>
</table>
# EVALUATION OF ASSIGNMENT 3
*(Group paper on a change management process)*

<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Level of Achievement:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1. The organization or subunit studied is clearly described.</td>
<td>0</td>
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<tr>
<td>2. The method of obtaining information for the paper is clearly described.</td>
<td>0</td>
</tr>
<tr>
<td>3. The change process is well described.</td>
<td>0</td>
</tr>
<tr>
<td>4. Strengths and weaknesses of the change process itself are well described.</td>
<td>0</td>
</tr>
<tr>
<td>(Credit for this item is weighted twice as high as for items 1-3 and 7-8.)</td>
<td></td>
</tr>
<tr>
<td>5. Strengths and weaknesses of the leadership of the process are well described.</td>
<td>0</td>
</tr>
<tr>
<td>(Credit for this item is weighted twice as high as for items 1-3 and 7-8.)</td>
<td></td>
</tr>
<tr>
<td>6. Insightful recommendations for improvement are made and supported.</td>
<td>0</td>
</tr>
<tr>
<td>(Credit for this item is weighted twice as high as for items 1-3 and 7-8.)</td>
<td></td>
</tr>
<tr>
<td>7. At least three courses readings and one additional book or article 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.</td>
<td>0</td>
</tr>
<tr>
<td>8. The paper is well-planned, well-written, and logically organized.</td>
<td>0</td>
</tr>
</tbody>
</table>
## EVALUATION OF CLASS PREPARATION AND CONTRIBUTION

<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Level of Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1. Attended class sessions with rare exception for absence/ provided advance notice for any absences.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2. Student actively participated in leading small group discussion with class on assigned readings.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>3. Contribution made it apparent student had done readings in advance of class.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>4. Made insightful comments in discussion.</td>
<td>0 2 4 6 8 10</td>
</tr>
<tr>
<td>(Credit for this item is weighted twice as high as for items 1-3 and 5-8.)</td>
<td></td>
</tr>
<tr>
<td>5. Made helpful responses to other students’ questions and comments in discussion.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6. Contributed to others’ learning in discussion.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>7. Monitored self for over-participation/ avoided dominating class discussions.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>8. Prepared material for sessions as requested.</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>