

# PUBH 6727

## Health Leadership and Effecting Change Spring 2019

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### Course & Contact Information

<b>Credits:</b>	<b>2</b>
<b>Meeting Days:</b>	<b>Tuesdays</b>
<b>Meeting Time:</b>	<b>10:10 am – 12:05 pm</b>
<b>Meeting Place:</b>	<b>Moos 2-690</b>
<b>Instructor:</b>	<b>Katie M. White MBA, EdD</b>
<b>Office Address:</b>	<b>D361 Mayo</b>
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<b>Office Hours:</b>	<b>By appointment</b>
<b>Teaching Assistant:</b>	<b>Sana Siddiqui, e-mail: <a href="mailto:siddi019@umn.edu">siddi019@umn.edu</a></b>

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### I. COURSE DESCRIPTION

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

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

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

process, its execution, and leadership as an exemplary process of change and leadership, describing why they believe that is the case.

## II. COURSE PREREQUISITES

Graduate student enrolled in the School of Public Health. Alternatively, students may take the course with consent of the instructor.

## III. COURSE GOALS & OBJECTIVES

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

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

## IV. METHODS OF INSTRUCTION AND WORK EXPECTATIONS

**Course Workload Expectations** This 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.

Sessions will consist of lectures, small group exercises and discussions led by the instructor with some presentations and discussions led by students. Guest speaker lectures with Q&A sessions supplement the course material. PowerPoint slides and other materials will be posted on the course Canvas site.

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

Students will be required to: complete one individual written assignment, upload biweekly reflection notes to Canvas site, participate in one reading group class presentation and engage the class in 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.

## 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.
- Avoid 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.
- Consider 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>).

## V. COURSE TEXT & READINGS

There are three required textbooks. All three books are available from the University of Minnesota Bookstore, Amazon.com, or from other retail sources. The Hickman et al. and Kotter books will also be available as e-book resources from the UMN libraries. The Kouzes and Posner book, editions 5 and 6, will be available as e-book resources, however, UMN libraries has a limit on the number of users who can access these.

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

Kotter, JP. (2012). *Leading Change*. Boston: Harvard Business School Press. ISBN: 978-1422186435.

Kouzes, JM, & Posner BZ. *The Leadership Challenge*. 6th ed. San Francisco: Jossey-Bass, 2012. ISBN 978-1-119-27896-2. (Note: you may substitute the 5<sup>th</sup> edition (or older edition) of the book ISBN 978-0-470-65172).

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

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

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

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

- Center for Disease Control and Prevention (2011, 2<sup>nd</sup> ed.) Principles of Community Engagement. Public Health Practice Program Office: Atlanta, Georgia. ([http://www.atsdr.cdc.gov/communityengagement/pdf/PCE\\_Report\\_Chapter\\_1\\_SHEF.pdf](http://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_Chapter_1_SHEF.pdf)).
- Collins, J. Level 5 leadership: the triumph of humility and fierce resolve. *Harvard Business Review*. 2005 Jul-Aug; 83(7/8):136-46.
- Crowe, D., Garman, A., Li, C. Helton, J., Anderson, M.M., Butler, P. (2017). Leadership development practices and hospital financial outcomes. *Health Services Management Research*, 30(3), 140-147.
- Garrett, L. (2007). The challenge of global health. *Foreign Affairs*, 86(1), 14-38.
- Gawande, A. The hot spotters. *The New Yorker*, 0028792X, 1/24/2011, Vol. 86, Issue 45.
- George, B, Sims, P, McLean, AN, & Mayer, D. Discovering your authentic leadership. *Harvard Business Review*. 2007 Feb; 85(2):129-138.
- Goleman, D. What makes a leader? *Harvard Business Review*. 1998 Nov-Dec; 76(6):93-102.
- Hanleybrown, F., Kania J., & Kramer, M. (2012). Channeling change: Making collective impact work. *Stanford Social Innovation Review*.
- Havens, DS, Wood, SO, & Leeman, J. Improving nursing practice and patient care: building capacity with appreciative inquiry. *The Journal of Nursing Administration*. October 2006; 36(10):463-470.
- Heifetz, RA, & Laurie, DL. The work of leadership. *Harvard Business Review*. 1997 Jan-Feb; 75(1):124-134.
- Kania J., & Kramer, M. (2011, Winter). Collective Impact. *Stanford Social Innovation Review*.
- Kaplan, RE, & Kaiser, RB. Developing versatile leadership. *MIT Sloan Management Review*. 2003 Summer; 44(4):19-26.
- Krattenmaker, T. Change through appreciative inquiry. *Harvard Management Communication Letter*. 2001 Oct; 4(10):5-6.
- Lasker, R.D., & Weiss, E. (2003). Broadening participation in community problem solving: A multidisciplinary model to support collaborative practice and research. *Journal of Urban Health*, 80(1), 14-47.
- McCreary, L. Kaiser Permanente's Innovation on the Front Lines. *Harvard Business Review*. 2010 Sept; 88(9):92-97.
- Meyerson, DE. Radical change, the quiet way. *Harvard Business Review*. 2001 Oct; 79(9):92-100.
- Pascale, RT, & Sternin, J. Your company's secret change agents. *Harvard Business Review*. 2005 May; 83(5):72-81.

**Optional related course readings:**

- Bornstein, D. (2007) *How to change the world: Social entrepreneurs and the power of new ideas*. New York: Oxford University Press. ISBN 978-0195334760.
- Brandon, R, & Seldman, M. *Survival of the Savvy*. New York: Simon & Schuster, 2004. ISBN 978-0-7432-6254-5.
- Caswey, T.F., Deszca, G., & Ingols, C. (2012). *Organizational change: An action-oriented toolkit*. Thousand Oaks, CA: Sage. ISBN 9781412982856.
- Center for the Advancement of Collaborative Strategies in Health. (2004). Pathways to collaboration: Engaging the community in decision making. <http://www.cacsh.org/index.html>.
- Dodgson, R., Lee, K., Drager, N. (2002, Feb.). Discussion Paper No. 1: Global Health Governance: A Conceptual Review. *World Health Organization*.
- 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.
- Dye, CF. Chapter 7: servant leadership. In: Leadership in Healthcare, 2nd ed. Chicago: *Health Administration Press*, 2010. Pp. 79-90.
- Ford, JD, & Ford, LW. (1995). The role of conversations in producing intentional change in organizations. *Academy of Management Review*, 20(3), 541-570.

- Gabarro, JJ, & Kotter, JP. Managing your boss. *Harvard Business Review*. 2005 Jan; 83(1):92-99. Hill, LA. Becoming the BOSS. *Harvard Business Review*. 2007 Jan; 85(1):49-56.
- Hackman, J. R., & Wageman, R. (1997). Asking the right questions about leadership. *American Psychologist*, 62(1) 43-47.
- Jackson, B, & Parry, K. (2011) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership*. ISBN: 978-1-84929-0-738-6.
- Jutte, D.P., LeWinn, K.J., Hutson, M., Dare, R., & Falk, J. (2011). Bringing researchers and community developers together to revitalize a public housing project and improve health. *Health Affairs*, 30(11), 2072-2078.
- Kotter, J.P., & Cohen, D.S. (2003) *The heart of change: Real-life stories of how people change their organizations*. Boston, MA: Harvard Business School Press. ISBN: 1-57851-254-9.
- Kramer, RM. The great intimidators. *Harvard Business Review*. 2006 Feb; 84(2):88-96.
- Kouzes J., & Posner, B. (2003). Challenge is the Opportunity for Greatness. *Leader to Leader*, 28. pp. 16-23.
- Kouzes J., & Posner, B. (2005). Leading in Cynical Times. *Journal of Management Inquiry*, 14(4), pp. 357-364.
- Lasker, R.D., & Guidry, J.A. (2009). *Engaging the Community in Decision Making: Case Studies Tracking Participation, Voice and Influence*. Jefferson, NC: McFarland & Company, Inc. Publishers.
- Lasker, R.D., & Weiss, E. (2003, June 1). Creating partnership synergy: The critical role of community stakeholders. *Journal of Health and Human Services Administration*, 26(1), 119-139.
- Lefebvre, R.C. (2011). *On social marketing & social change: Selected readings 2005-2009*. Createspace Publishers. ISBN: 9781449561932.
- Lefebvre, R.C. Social Inoculation, Social Marketing and Childhood Immunizations. Retrieved from: <http://www.typepad.com/services/trackback/6a00d8341c595f53ef01538f2900e6970b> on June 17, 2011.
- Lefkowitz, B. (2007). *Community Health Centers: A Movement and the People Who Made It Happen*. Piscataway, N.J.: Rutgers University Press.
- McMichael, A.J., & Beaglehole, R. (2000). The changing global context of public health. *Lancet*, 356:495-99.
- Palus, C. & Horth, D. (1996). Leading creatively: The art of making sense. *Journal of Aesthetic Education*, 30(4), 53-68.
- Robinson, J.W. & Green, G.P. (eds.). *Introduction to community development: Theory, practice, and service-learning*. (2011). Thousand Oaks, CA: Sage. ISBN 978-1-4129-7462-2.
- Senge, P.M. (2000, Fall). Lessons for change leaders. *Leader to Leader*, 18, 21-27.
- Shortell, S. (2000). Community health improvement approaches: Accounting for the relative lack of impact. *Health Services Research*, 5(3), 555-560.
- Vroom, V.H., & Jago, A.G. The role of situation in leadership. *American Psychologist*. January, 2007; 62(1): 17-24.
- 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

Week	Topic	Readings	Activities/Assignments
Week 1 January 22	Introduction	Kouzes & Posner, <i>The Leadership Challenge</i> , 6th ed. Chapters 1 & 2, Introduction, pp.1-44 (or 5 <sup>th</sup> ed., Introduction, pp. 1-40 or intro in 4 <sup>th</sup> edition, Part 1 pp. 1-42 of the 3 <sup>rd</sup> edition).	1) Introductions/ overview of course/ assignments 2) Foundational issues: leadership as art and science, leadership vs. management 3) Lecture from Jackson and Parry, Studying Leadership: Why Studying Leadership Matters (pp. 1-24) and <i>The Leadership Challenge</i> 4) Suggest guest speakers
Week 2 January 29	Leadership I	Kouzes & Posner, <i>The Leadership Challenge</i> , 6th ed., Practices: Model the Way and Inspire a Shared Vision, Chapters 3-6, pp. 45-142 (or 5 <sup>th</sup> ed., pp. 41-154), and SCAN the article by Crowe	1) Explanation - Completion of the Leadership Practices Inventory (Assignment completed on-line) 2) Lecture & Discussion of K&P material 3) Personal values exercise 4) Project group assignments <b>Assignment: Reflection notes #1 due Sunday February 3</b>
Week 3 February 5	Leadership II	Kouzes & Posner, <i>The Leadership Challenge</i> , 6th ed., Practices: Challenge the Process and Enable Others to Act, Chapters 7-10, pp. 143-244 (or 5 <sup>th</sup> ed., pp. 155-270)	1) Lecture & Discussion of K&P 2) Exercise
Week 4 February 12	Leadership III	Kouzes & Posner, <i>The Leadership Challenge</i> , 6th ed., Practices: Encourage the Heart and Leadership is Everyone's Business, pp. pp. 245-313, (or 5 <sup>th</sup> ed., pp. 271-346), and Article by Gawande (2011)	1) Small group discussion of Gawande article 2) Concluding comments on Kouzes & Posner
Week 5 February 19	Complementary & Contrasting Accounts of Leadership I	Articles by Goleman (1998), Heifetz & Laurie (1997), Kramer (2006), and How to Tell a Good Story (from <a href="https://hbr.org/2014/07/how-to-tell-a-great-story?cm_sp=Article-_-Links-_-)Top%20of%20Page%20Recirculation#">https://hbr.org/2014/07/how-to-tell-a-great-story?cm_sp=Article-_-Links-_-)Top%20of%20Page%20Recirculation#</a> )	1) Comparisons and contrasts of leadership theories 2) <b>Group #1 Class Facilitation on Goleman;&amp; Heifetz &amp; Laurie articles</b> 3) How to tell a good Story exercise <b>Assignment: Reflection notes #2 due Sunday February 24</b>
Week 6 February 26	Complementary & Contrasting Accounts of Leadership II and Introduction to Change Management	Kotter chpts 1-5 and Articles by George, et al. (2007), Kaplan & Kaiser (2003), Pascale & Sternin (2005),	1) <b>Group #2 Class Facilitation on George et al. &amp; Kaplan &amp; Kaiser articles</b> 2) Introduction to Change management 3) Group Field Project work <b>Assignment:</b> One-page field project preliminary plan due <b>March 5th</b> . One-page should include: group member names, possible (or defined) field site for project, and type of organizational change your group plans to examine

Week 7 March 5	Complementary & Contrasting Accounts of Leadership III and Change Management	Kotter, chpts 6-12, and Articles by Meyerson (2001), Ancona, et al. (2007), Collins (2005)	1) <b>Group #3 Class Facilitation on Ancona &amp; Collins articles</b> 2) Change management small group discussions 3) Comparisons and contrasts of leadership theories
Week 8 March 12	Leading Change in Multiple Contexts I Introduction	Hickman, Introduction and Conceptual Perspectives on Leading Change (pp. 1-32), Article by Bornstein (2011) Treating the Cause not the Illness.	1) Introduction to Hickman text 2) Discuss Bornstein article 3) Field Project group work <b>Assignment:</b> Individual Leadership Development Plan paper based on your Leadership Practices Inventory results and other assessment of your choice (if desired). Due: <b>Sunday, March 17th</b> . Submit to the course Canvas assignment site.
Spring Break Week of March 18	Spring Break		
Week 9 March 26	Leading Change in Multiple Contexts II Organizational	Hickman, Introduction and Conceptual Perspectives on Leading Change in Organizational Contexts (pp. 33-118), and articles by Krattenmaker (2001), McCreary (2010), Havens, Wood & Leeman (2006)	1) <b>Group #4 Class Facilitation on Havens et al. &amp; McCreary articles</b> 2) Appreciative Inquiry v traditional problem solving 3) Human centered design <b>Assignment: Reflection notes #3 due Sunday March 31</b>
Week 10 April 2	Ethics & Political skills for Organizational Life	<b>Note: Class is Only On-Line this week</b> On-line lecture from Brandon & Seldman (2002). <i>Survival of the Savvy</i> on Organizational Politics and ethics No readings this week	Group project field work
Week 11 April 9	Leading Change in Multiple Contexts II Community and Organizational	Hickman, Leading Community and Organizational Change (pp. 119-160), and articles by Kania and Kramer Hanleybrown, Kania and Kramer Scan website resource: Center for Disease Control and Prevention (2011, 2 <sup>nd</sup> ed.) Principles of Community Engagement. Public Health Practice Program Office: Atlanta, Georgia. ( <a href="http://www.atsdr.cdc.gov/communityengagement/pdf/PE_Report_Chapter_1_SHEF.pdf">http://www.atsdr.cdc.gov/communityengagement/pdf/PE_Report_Chapter_1_SHEF.pdf</a> ) Optional: article by Lasker & Weiss (2003),	1) Lecture & discussion 2) Small group exercise 3) Group project field work
Week 12 April 16	Leading Change in Multiple Contexts III Political & Social Change	Hickman, Leading Community and Organizational Change Leading Political and Social Change (pp. 161-228)	1) Lecture & discussion 2) Group project field work <b>Assignment: Reflection notes #4 due Sunday April 21</b>

Week 13 April 23	Leading Change in Multiple Contexts IV Global Change	Hickman, Leading Global Change and Epilogue (pp. 229-304), and articles by Beaglehole et al. (2004), and Garrett (2007)	<b>1) Group #5 Class Facilitation on Beaglehole, et al.; and Garrett articles</b> 2) Lecture & discussion
Week 14 April 30	Group Project Final Presentations	Group presentations	1) Course wrap-up and final discussion 2) Final group field project presentations group assignments and times TBD
May 7 Finals Week	Group Project Final Presentations	If needed for final group presentations	1) Final group field project presentations group assignments and times TBD <b>Assignment: Final group paper due Sunday May 12.</b> <b>Assignment: Reflection notes #5 due Sunday May 12</b>

NOTE: There will be 3 or 4 guest speakers during this course. Dates will be arranged to accommodate them. .

## VII 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

## VIII. EVALUATION & GRADING

### Basis for Grading

Students will be expected to complete five assignments (See appendix for more detailed instructions for each of these assignments). Assignment 1 is a written analysis of one's own leadership style and the completion of a [leadership development plan](#) based on the Kouzes & Posner LPI assessment, and if desired, other leadership assessment(s) student has completed. Assignment 2 is a facilitated class instructional presentation and discussion conducted by the project groups. Each group will prepare and lead one class discussion on the assigned readings. The instructor will assign students to small groups to carry out assignments 2, 4 and 5. Assignment 3 is a series of reflection notes students have about their reaction to the material and personal



learning or insights. There are five 200-400 word reflection notes due at an interval of about every third week. Assignment 4 is a group presentation of a field project based on interviews and other data collected from key stakeholders involved in an organization change effort. Assignment 5 is the final project, a group written report from the field project on the same organizational change project in an organization. See the appendix for details of how these assignments 1, 4 and 5 will be evaluated.

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

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

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

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

The change process studied for assignments 2 and 3 must be pre-approved by the instructor. Written assignments turned in late without prior permission will be penalized up to one letter grade (10 grading scale points).

### 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:

% In Class	Grade	GPA
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>	

<b>Attendance Requirements</b>	
<b>Extra Credit</b>	

## IX CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
<p>From Foundational CEPH Competencies:</p> <p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.</p>	See Course Objectives	<p>Assignment 1. Leadership Development Plan</p> <p>Assignments 4 &amp; 5. Field Project Critical Assessment of Change Management and Leadership paper (Option A) or Plan for Change Management project paper (Option B)</p> <p>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.</p> <p>Class Participation in weekly discussion of content</p>
<p>From PHAP Program Competencies 2018:</p> <p>2. Manage and lead public and population health care organizations, programs and systems.</p>	See course Objectives	<p>Assignment 1. Leadership Development Plan</p> <p>Assignment 4 &amp; 5. Field Project Critical Assessment of Change Management and Leadership paper (Option A) or Plan for Change Management project paper (Option B)</p> <p>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.</p> <p>Class Participation in weekly discussion of content</p>

**Appendix to Syllabus**  
**PubH 6727 Health Leadership and Effecting Change**

**INSTRUCTIONS FOR ASSIGNMENTS AND CRITERIA FOR EVALUATION**

**Instructions for Assignment 1**

**Individual Paper on your Leadership Practices Inventory (LPI) results  
and a Personal Leadership Development Plan (LDP)**

**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, if desired, other leadership assessment(s) you have done) in light of the course concepts from readings and discussions, and your own background and experience. Consider the behavioral statements (numbered 1-30 in the LPI) on which you rated yourself very high or very low.

Your paper should address the following components:

Identify areas of strength and areas for development:

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

Establish goals for development:

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

Develop a plan for your development

4. Describe specifically what you plan to do to improve in these practices (specific action steps). Develop a detailed plan for improvement, including specific actions, resources you plan to use (or find), a timeline, and how you will measure your progress. You may wish to do this in a table format.
5. Describe an ideal mentor to assist you in achieving your leadership development 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 12 double-spaced pages (in counting pages, you may disregard appendices, if there are any). An evaluation form for this written assignment is attached. Please review it and be guided by the details of the criteria for evaluation described in it. The criteria listed are the criteria the instructor will use in grading your paper. **Please submit your paper as a Word document AND attach the evaluation of assignment page so it is the final page (see next page). Please use your last name as the first word in the file label (e.g., LastName LDP Paper).**

**EVALUATION OF ASSIGNMENT 1**  
**(Individual paper on your Leadership Practices Inventory results**  
**and Leadership Development Plan)**

<u>Elements of Evaluation</u>	Level of Achievement:					
	Low					High
1. The results of the student's Leadership Practices Inventory are clearly stated.	0	1	2	3	4	5
2. Practices with high and low ratings are Identified, and the reasons for these are discussed.	0	1	2	3	4	5
3. Specific leadership practices are identified for improvement, and the rationales for choosing these practices are presented. (Credit for this item is weighted twice as high as for items 1-3 and 6-7.)	0	2	4	6	8	10
4. Specific plans are presented for improving the practices chosen for improvement. (Credit for this item is weighted twice as high as for items 1-3 and 6-7.)	0	2	4	6	8	10
5. The paper shows mastery of those portions of <i>The Leadership Challenge</i> that pertain to the practices discussed.	0	1	2	3	4	5
6. Paper discusses an ideal mentor, given The student's LPI and development plan	0	1	2	3	4	5
7. The paper is well-planned, well-written, and logically organized.	0	1	2	3	4	5

## Instructions for Assignment 2: Group Facilitated Class Discussion

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

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

### Instructions for Reflection Notes Assignment 3

In the class Canvas site, you will find an **assignment link** at an interval of approximately every third week for reflection notes due the **Sunday before class by 11:59 pm** as we progress through the term. There are five sets of reflection notes with the last one due the same date as the final paper in the course. Each 3-week unit of the class covers new materials on leadership and leadership theories, organizational change or organizational politics. For every assigned unit of the class, you must submit reading and reflection notes. In aggregate, these reflection notes represent a written paper assignment for the course.

**Reflection notes:** Reflection notes should be 200-400 words in length and should not be summaries of the readings. Use them to share your reactions to the readings, such as critiques you have about them, relationships among concepts or readings or with prior course content, or questions you would like to address in the upcoming class meetings. All notes submitted to the forum will not be available to other participants in the seminar. However, the instructor may use quotes (anonymously) from reflections in the subsequent class in order to answer questions, highlight common themes, or use comments to spur discussion about the course material. 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 cases, or our dialogues with the guest speakers. The point of this exercise is to integrate the conversation that we are having over the course of the semester with your own thinking and practice and leadership development work.

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

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

## **Instructions for Assignment 4 Group Field Project Assessment of Change Management and Leadership**

**(Group PowerPoint presentation on change management)**

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

You will have 4-6 partners in doing this assignment. Identify an organization or organizational subunit that is undergoing or has recently undergone an important change process that you can study. The change should be one that affects all of the organization, a division, or a department. Examples of suitable change processes are a change in governance, a merger, downsizing in the face of financial difficulty, reorganization of services, implementation of a new model of care, implementing an electronic health record (EHR) or integration with other EHR system, a change in the system for reporting to the state health department or other government agency, implementing patient centered medical home in a clinic, change in physician compensation system based on shared savings from performance contracts. This list of examples is not exhaustive; other change processes may be chosen. Obtain approval from the instructor for your choice.

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

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

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

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

You and your partners will make an oral presentation of approximately 30 minutes and have 5-10 minutes for questions and comments. In presenting your findings, use visual aids. Mention at least three books or articles from the course readings within your presentation. Additionally, refer to one relevant book or article not used in the course readings.

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 group members for a given presentation will be given the same grade.

The group should designate one person to submit the PowerPoint file of the presentation to the website.



## EVALUATION OF ASSIGNMENT 4

(Group PowerPoint presentation on a change management process)

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

## **Instructions for Assignment 5 (group paper on a change management process)**

**Submit to course website.**

As a group, write a report on the change process you investigated for assignment 4. As in the oral presentation, describe the change process and the leadership of the process, critique (1) the process and (2) the leadership, and present recommendations for improvement of the process and the leadership. In your paper, refer to at least three books or articles among the course readings, identifying those readings explicitly using citations in the body and a reference list at the end of the paper. Additionally, refer to one relevant book or article not used in the course readings. Explain why the claims of those readings are confirmed or disputed by your observations of the change process you have studied.

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

The page limit for the assignment is 12 double-spaced pages. (In counting pages, you may disregard cover page, tables and appendices.) An evaluation form for this written assignment is attached. Please review it and be guided by the details of the criteria for evaluation described in it. Do not neglect (1) to describe the organization, (2) to present the method(s) you used to gather the information included in your report, and (3) to cite references to the course readings and other literature you chose. Include a list of references at the end of the paper. The criteria listed in the evaluation form are the criteria the instructor will use in grading your paper. All authors for a given report will be given the same grade.

**Please submit your paper as a Word document AND attach the evaluation of assignment page to it so it is the final page (see next page). Please use your group number (Group 1 final Paper...) as the file label.**

**EVALUATION OF ASSIGNMENT 5**  
**(Group paper on a change management process)**

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