

Leadership & Change In Applied Health Behavior Research

Washington University

U88-AHBR-562

U80-CRM-562

Fall, 2014

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COURSE DESCRIPTION: This course enables students to engage in the advanced study of leadership. Theory, research, and application are integrated using a diagnostic approach. Leadership skills for managing planned organizational change and creating learning organizations are developed, including personal effectiveness, team building, and creating learning environments in organizations. The course has been designed to take advantage of the small-class environment, utilizing an experiential approach instead of traditional classroom-based teaching.

COURSE GOALS: During this course participants will:

1. Examine the leadership theory.
2. Examine aspects of character development that are integral to being an effective leader.
3. Synthesize their knowledge of leadership theory and character development to create a leadership plan.

ABILITY-BASED OUTCOMES: At the conclusion of the course, students will demonstrate the following ability-based outcomes:

Thinking and Decision-Making

- Analyze problems using leadership theory.
- Synthesize leadership principles with experiential knowledge of their practice setting to make informed, rational and responsible decisions.

Communicate Professional Information Clearly and Effectively

- Communicate basic information through essays that are clear, organized, developed, and conventionally correct.
- Communicate to targeted audiences analysis, critique, and synthesis of ideas and information.
- Communicate complex ideas and information through writing within professional contexts.

Self and Social Awareness

- Analyze individual characteristics to clarify personal attributes, skills and abilities.

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- Synthesize leadership theory with knowledge of personal attributes to increase an understanding of self.
- Valuing and Ethical Decision Making
- Analyze leadership situations to evaluate relevant ethical issues.
 - Synthesize knowledge of ethical theory with individual values to determine appropriate leader behavior.
- Self-Learning Abilities
- Evaluate leadership literature and determine its value for personal and professional improvement.
 - Analyze the ideas of others and engage in effective dialogs.
- Professional Practice Management
- Analyze professional practice environments to determine strategies for effective delivery of patient care.
 - Synthesize leadership principles within the context of health care to facilitate effective drug distribution and cognitive practice.
- Collaboration with Patients, Care Givers, and Health Professionals
- Analyze interpersonal situations to achieve collaborative strategies in the practice of health care.
 - Synthesize leadership principles within the context of health care to facilitate effective collaborative strategies in professional practice.

PERFORMANCE CRITERIA: The following criteria will be used to evaluate student success in achieving the stated ability-based outcomes during this course:

Analyze problems using leadership theory.

- Accurately uses self-assessment strategies to analyze and develop a personal leadership plan.
- Accurately uses leadership strategies to analyze the diversity needs of health care work environments.

Synthesize leadership principles with experiential knowledge of their practice setting to make informed, rational and responsible decisions.

- Uses ethical theory to solve problems in personal and professional practice.
- Integrates team-building strategies with the realities of health care practice to create empowering practice environments.
- Integrates the concept of shared vision with the knowledge of health care to develop effective strategies in professional practice settings.

Communicate basic information through essays that are clear, organized, developed, and conventionally correct.

- Identifying general strengths and weaknesses of their writing, and appropriately responding to peer and instructor assessments.
- Using the basic conventions of English grammar, spelling, punctuation, and usage.
- Clearly and adequately developing a basic thesis in an organized and coherent manner.

Communicate to target audiences his or her analysis, critique, and synthesis of ideas and information.

- Self-assessing and identifying ways to improve one's writing.
- Adapting written communication to connect with various health-care audiences.
- Using computers to produce texts whose design and format help to facilitate clarity.

Communicate complex ideas and information through writing within professional contexts.

- Effectively editing one's writing
- Structuring one's writing in response to an awareness of the audience's goals, level of knowledge, values, and interest level

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- Communicating professional information in analysis of case studies
- Analyze individual characteristics to clarify personal attributes, skills and abilities.
- Accurately uses self-efficacy concepts.
- Synthesize leadership theory with knowledge of personal attributes to increase an understanding of self.
- Integrates concepts of self-concept and self-efficacy into a leadership plan.
 - Integrates personality theory into a leadership plan.
- Analyze leadership situations to evaluate relevant ethical issues.
- Demonstrates a cross-cultural awareness.
 - Demonstrates a respect for diversity.
- Synthesize knowledge of ethical theory with individual values to determine appropriate leader behavior.
- Integrates the concept of “personal mastery” with ethical theory.
 - Integrates empowerment strategies with ethical theory.
- Evaluate leadership literature and determine its value for personal and professional improvement.
- Demonstrates independent thinking in evaluating leadership literature.
 - Applies new knowledge to situations to achieve creative outcomes.
- Analyze the ideas of others and engage in effective dialogs.
- Demonstrates the ability to deliver peers feedback that results in effective outcomes.
 - Demonstrates the ability to effectively receive and use feedback to modify their original ideas.
- Analyze professional practice environments to determine the effective delivery of patient care.
- Accurately applies the concept of “mental models” to analyze professional practice environments.
 - Accurately applies the concept of “team learning” to analyze professional practice settings.
- Synthesize leadership principles within the context of health care to facilitate effective drug distribution and cognitive practice.
- Integrates personal effectiveness strategies with the realities of professional practice to create effective professional practice environments.
 - Integrates managerial effectiveness with concepts of health care to develop recommendations for change in professional practice settings.
- Analyze interpersonal situations to achieve collaborative strategies in the practice of health care.
- Uses empathy to develop strategies to clarify the interests of patients, and other health-care professionals.
 - Uses “systems thinking” to analyze the interdependent needs of the health care environment.
- Synthesize leadership principles within the context of health care to facilitate effective collaborative strategies in professional practice.
- Integrates change management strategies with knowledge of health care to develop collaborative relationships.
 - Integrates empowerment strategies within professional practice to facilitate collaborative relationships in the delivery of health care.

REQUIRED TEXT:

Badaracco, Jr., Joseph. *Questions of Character*, Harvard Business Press: Boston (2006)
ISBN-13: 978-1591399681

Kouzes, James & Posner, Barry. *The Leadership Challenge Workbook*. Jossey-Bass: San Francisco (2003) **ISBN-13: 978-0787968212**

CLASS FORMAT: This course is a graduate-level, seminar-class, and has been designed to facilitate students' life-long learning by placing emphasis on “*being a leader*,” instead of “*learning about leadership*.” The philosophical approach of this seminar approach is to shift the focus of learning from acquisition of knowledge and skills through traditional pedagogy (lecture and in class exercises) to learning that is created through mediated experiences within a practice community. The focus, therefore, is on student engagement in the process, while the professor serves as a facilitator of the learning experience, utilizing a “flipped classroom” approach. Consequently, the class will be structured around student-led seminars. Each class will include significant time for students to work and/or consult with their professor in applying the current topic to the development of their Leadership Plan.

GRADING:

Washington University Grading Scale:*

Grades/sub-grades	4-point scale
A+ (98% to 100%)	4.00
A (93% to 97%)	4.00
A- (90% to 92%)	3.7
B+ (88% to 89%)	3.3
B (83% to 87%)	3.00
B- (80% to 82%)	2.7
C+ (77% to 79%)	2.3
C (73% to 77%)	2.00
C- (70% to 72%)	1.7
Overall GPA required for graduation	3.00

* Percentages in parenthesis indicate letter grade conversions for numerically graded assignments.

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Course Letter Grade Rubric:

A+	Earns a grade of A+ on the <i>Leadership Plan</i> ; <u>exceeds expectations</u> for individual contribution to group work.
A	Earns a grade of A on the <i>Leadership Plan</i> , exceeds <u>expectations</u> for individual contribution to group work.
A-	Earns a grade of A on the <i>Leadership Plan</i> ; <u>meets expectations</u> for individual contribution to group work.
B+	Earns a grade of B on the <i>Leadership Plan</i> ; <u>exceeds expectations</u> for individual contribution to group work.
B	Earns a grade of B on the <i>Leadership Plan</i> ; <u>meets expectations</u> for individual contribution to group work.
B-	Earns a grade of B on the <i>Leadership Plan</i> ; <u>below average performance</u> for individual contribution to group work.
C	Earns a grade of C on the <i>Leadership Plan</i> ; <u>meets expectations</u> for individual contribution to group work.
C-	Earns a grade of C on the <i>Leadership Plan</i> ; <u>below average performance</u> for individual contribution to group work.
F	Earns a failing grade on the <i>Leadership Plan</i> and/or <u>below average performance</u> for participation and group work.

TYPICAL SEMINAR ITINERARY

- 5:30 pm to 6:00 pm----- Professor presents overview material.
- 6:00 pm to 6:55 pm-----Group # 1 leads a seminar discussion.
- 6:55 pm to 7:05 pm-----BREAK
- 7:05 pm to 8:00 pm ---- Group # 2 leads a seminar discussion.

DESCRIPTION OF ACTIVITIES:

Successfully completed formative activities are not assigned a “letter grade;” however, formative activities are taken into consideration in the evaluation of individual contribution to group work as described in the grading rubric in the “Grading” section above.

FORMATIVE ACTIVITIES (Pass/Fail):

Participation: Leadership must be practiced to be effective; therefore, the areas “formative” aspect of this class; consequently, grading for all participation activities (described below) is pass/fail. Materials submitted for formative activities will not be returned. † These formative activities include opportunities for **peer-mentoring and peer-teaching**. A Team Member Evaluation Form (See Appendix E) must be submitted on the last day of class. **Seminar Discussion:** Participation includes preparation of and participation in focused student-led class discussion. Students have the responsibility, as a group during multiple classes throughout the semester, to lead the class in discussions (45-50 minutes) of the assigned readings (integrating aspects of *Questions of Character* **and** additional outside materials). The group may organize their assigned seminar however they choose (handouts, PowerPoint, video clips, etc.) but it is expected that the assigned reading will be covered thoroughly and the group will employ techniques to encourage class participation. Regular attendance and full participation, including peer review of others’ work, is expected.

➤ **Leadership Benchmark Exercise & Team Case:** In Part 1 of this project, each student is required to write a 4-page (1000-1200 words) essay (See Appendix A) that describes (**from observation and interview**) the characteristics of an effective leader and identifies developmental needs that are necessary for their own personal/professional growth. This assignment is designed to help students identify effective leadership behaviors in the “real world” in an individually identifiable way. In Part 2 of the project, students will work with their team to develop a fictional case (6-10 pages, 1800-2500 words) that demonstrates an individual who has a need, is confronted with an obstacle in fulfilling that need, and uses his/her leadership skills to achieve success. The project includes opportunities for **peer review and revision**.

† Students (or groups) will be notified if they “fail” any formative activity. (**NOT** including late or missed submissions) and will be given one opportunity to rewrite the assignment and receive a “pass.” Formative activities will NOT be returned unless the student (or group) is being asked to rewrite the assignment.

SUMMATIVE ACTIVITY (Graded):

Leadership Plan: All students will be required to submit a leadership development plan that examines their leadership abilities and demonstrates their ability to synthesize knowledge of leadership theory and research, developing an action plan for their present and future leadership roles (12-15 pages, 3000-4500 words). (See Appendix C).

Statement of Academic Integrity:

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of others as one's own; cheating is taking, giving, or accepting any illicit advantage for any course work inside or outside the classroom.

Accommodations for Disabilities:

The University has established guidelines designed to counsel, and assists students with disabilities. Please contact me if you have a need for special accommodations because of a documented disability, as evaluated and approved by Washington University.

Lecture Outline

<u>DATE</u>	<u>TOPIC</u>
8/25	OVERVIEW OF COURSE REQUIREMENTS
9/1	LABOR DAY (NO CLASS)
9/8	LEADERSHIP CHALLENGE INDIVIDUAL CONSULTATIONS <ul style="list-style-type: none">◆ Each student will meet with the professor for an Individual consultation (20 minutes). <p><i>Leadership Challenge Workbook Assignment:</i> pp. 1-7‡</p> <p>ASSIGNMENT (for next week): Think about your career objectives. What are your goals? How do you define leadership? What skills do you believe that you need to develop to become a leader? Are there other developmental needs that you feel that you must achieve to become a leader? Come to class next week prepared to discuss your answers to these questions with the class in a 15 minute presentation.</p>
9/15	THE LEADERSHIP CHALLENGE ALL STUDENTS QUESTION: <ul style="list-style-type: none">◆ What is Leadership?◆ Each student will give a short presentation of their anticipated leadership developmental needs (15 minutes). <p>READING: Badaracco—Introduction</p> <p>VIDEO CLIPS: <i>Dead Poets Society</i>—“<i>Carpe Diem</i>” and <i>Short Circuit</i>—“<i>I’m the programmer.</i>” and <i>The Marshmallow Test</i>”</p> <p><i>Leadership Challenge Workbook Assignment:</i> pp. 9-26</p>

‡ It is essential that you complete your workshop exercises throughout the semester because we will be looking at the results of your *Personal Best Project* at the end of the semester.

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9/22

LEADERSHIP BENCHMARK INDIVIDUAL PRESENTATION

- ◆ Each student will give a 15-20 minute presentation of their Leadership Benchmark Leader, using evidence to support their conclusions, as necessary.

DUE:

- ◆ Each student must submit a hardcopy of **PART 1** *The Leadership Benchmark Exercise* at the beginning of class today.

9/29-10/13

PRESENTATION RESEARCH & PREPARATION

- ◆ Work on Part Two (Team Case) of the Leadership Benchmark Exercise
- ◆ Prepare for your group's In-Class Seminars
- ◆ Continue developing ideas for your Leadership Plan.

10/20

LEADERSHIP BENCHMARK TEAM CASE PRESENTATION

- ◆ Teams must submit a hardcopy of their Leadership Benchmark Case at the beginning of class today.
- ◆ Teams read their case and lead a discussion (15 minutes total) of how the character in their case demonstrates the leadership traits (see Appendix A).

DUE:

- ◆ Each student must submit a hardcopy of **PART 2** of *The Leadership Benchmark Exercise* at the beginning of class today.

10/27

SEMINAR #1: MODEL THE WAY

GROUP 1

QUESTION:

◆ **Do I have a dream?**

READING: Badaracco—Chapter 1

GROUP 2

QUESTION:

◆ **How flexible is my moral code?**

READING: Badaracco—Chapter 2

VIDEO CLIP: *Dead Poets Society*—“What will your verse be?” and “The Starfish Story.”

Leadership Challenge Workbook Assignment: pp. 27-41

11/3

SEMINAR # 2 INSPIRE A SHARED VISION

GROUP 1

◆ **Are my role models unsettling?**

READING: Badaracco—Chapter

GROUP 2

QUESTION:

◆ **Do I really care?**

READING: Badaracco—Chapter 4

VIDEO CLIPS: *Dead Poets Society*—“We must look at things differently.”

Leadership Challenge Workbook Assignment: pp. 43-64

11/10

SEMINAR # 3 CHALLENGE THE PROCESS

GROUP 1

QUESTION:

- **Am I ready to take responsibility?**

READING: Badaracco—Chapter 5

GROUP 2

QUESTION:

- **Can I resist the flow of success?**

READINGS: Badaracco—Chapter 6

VIDEO CLIP: *Dead Poets Society*—“Walk Your Walk” and “*Who Moved My Cheese.*”

Leadership Challenge Workbook Assignment: pp. 65-76

11/17

SEMINAR # 4 ENABLE OTHERS TO ACT

GROUP 1

QUESTION:

- **How well do I combine principles with pragmatism?**

READING: Badaracco—Chapter 7

GROUP 2

QUESTION:

- **What is sound reflection?**

READINGS: Badaracco—Chapter 8

VIDEO CLIPS: *Hoosiers*—“It’s big!”

Leadership Challenge Workbook Assignment: pp. 77-81

11/24

ENCOURAGE THE HEART

QUESTION:

- How do I judge character?

READING: Badaracco—Chapter 9

VIDEO CLIPS: *Dead Poets Society*—“Oh Captain My Captain,” *The Doctor*—“You are no longer doctors, you are hospital patients.”

Leadership Challenge Workbook Assignment: pp. 83-123§

12/15

LEADERSHIP PLAN

DUE:

Your *Leadership Plan* must be emailed to your professor by 11:59 pm Monday, 12/15/2014.

§ We will be working on an in-class exercise in class to “debrief” your *Personal Best Project* that you have worked on throughout this course, paying particular attention to the exercises in Chapter Nine.

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APPENDIX A

PATRNS™ ACTIVITY

Leadership Benchmark Exercise & Team Case

ASSIGNMENT:

PART 1 (Individual Work)

Choose a person whom you believe is a “good leader.” Use this reference person as a benchmark to assist you in understanding your own leadership developmental needs. This assignment is designed to help students identify effective leader behaviors in the “real world” in a personal identifiable way.

- ✚ Complete the “grid” and questions included with this exercise.
- ✚ Write a four-page essay (1000 to 1200 words) that addresses the following questions about the leader you chose to use as a benchmark.
- ✚ The essay should describe (**from observation and interview**) the characteristics of an effective leader and identifies developmental needs necessary for their own personal/professional growth. It is expected that some aspects of this exercise be included in the *Leadership Plan*.
- ✚ Present your essay to the class in a 15-20 minute PowerPoint presentation.
- ✚ Each student must bring a hardcopy of PART 1 of this exercise to class by the due date.
- ✚ Meet with your team to discuss one another’s benchmark leaders.

1. Describe your “reference leader” on the following dimensions.

Use a scale ranging from 1 (low) to 10 (high):

- | | |
|--------------------------------------|------------------------------------|
| ___ Planning & Organizing | ___ Oral Communication |
| ___ Power | ___ Personal Persuasion |
| ___ Fostering Teamwork | ___ Listening |
| ___ Cognitive Ability (intelligence) | ___ Charisma |
| ___ Flexibility | ___ Creativity |
| ___ Drive | ___ Knowledge of the Business |
| ___ Achievement | ___ Time Management |
| ___ Energy | ___ Motivating others |
| ___ Initiative | ___ Tenacity |
| ___ Ambition | ___ Task-Oriented Leadership Style |
| ___ Democratic Decision Maker | ___ Communicating a Vision |
| ___ People-Oriented Leadership Style | |

2. Was this person appointed to a leadership role... or, did he or she emerge as a leader?
3. In which situations is your person a “good leader”?
4. Which “group needs” does your person respond to most effectively?
5. Give a concrete example of how your person “makes connections” for followers.
6. How does your person motivate followers?
7. Find a video clip that demonstrates those qualities of leadership that you aspire to emulate and include it in your in-class PowerPoint presentation.

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PART 2 (GROUP WORK)

Work with your team to develop a fictional case (6-10 pages, 1800-2500 words) that demonstrates an individual who has a need, is confronted with an obstacle in fulfilling that need, and uses his/her leadership skills to achieve success. An effective story will:

- Develop a character that exhibits the leadership qualities of your selected Benchmark Leader(s) by *showing and not telling*. In other words show us the character doing things and don't use the character itself to describe the character—don't simply say, "John is trustworthy; John empowers people; John has good communication, etc.
- Be organized around a clear *point of view* using effective *narration*.
- Create realism through the use of effective *dialog*.



The team must bring a hardcopy of their Leadership Benchmark Case that they have created to class on the date/time indicated in the lecture outline.



Teams will read and lead a discussion of their case (30 minutes per team) in class on the date indicated in the lecture outline.

NOTE: THIS IS A FORMATIVE PROJECT

APPENDIX B

Leadership Plan

ASSIGNMENT: Prepare a development plan that examines your leadership abilities and establishes an action plan for your present and future leadership roles (12-15 pages, 3000-4500 words). Your plan must be well organized, realistic, and integrate your knowledge of the Five Practices of Effective Leaders as described *The Leadership Challenge Workbook*.

1. Examine the Badaracco's *Questions of Character*, focusing on the "nine questions" that form the structure of this course. How you might use these questions to frame your plan?
 1. Do I have a dream?
 2. How flexible is my moral code?
 3. Are my role models unsettling?
 4. Do I really care?
 5. Am I ready to take responsibility?
 6. Can I resist the flow of success?
 7. How well do I combine principles with pragmatism?
 8. What is sound reflection?
 9. How do I judge character?
2. Formulate objectives for yourself in terms of the type of impact that you believe that you can make within "your communities." These objectives should be realistic, achievable, and what YOU want to do (not what you think I want to hear).
3. Beyond leadership skills, you will need to have desirable personal attributes; have access to power bases; and have well developed social and professional networks to accomplish your goals.
 - ✚ Summarize your personal attributes. Describe how you might use the "leadership lessons" revealed in *The Dead Poets' Society*.
 - ✚ How do you handle change? Describe how you might adapt concepts from the *Who Moved My Cheese* exercise to prepare yourself for change.
 - ✚ Does the structure and culture of your current organization support your development of leadership capabilities? How is it different from the culture and structure you envision working in when you achieve your desired positions? Describe how Jack McKee's epiphany in *The Doctor* might inspire changes in your personal/professional life.
 - ✚ Conclude with short summary of your development plan.
 - ✚ **Email a Word document copy of your plan to your professor by the due date indicated in the Lecture Outline.**

LEADERSHIP PLAN PROJECT GRADING RUBRIC

A	<i>Leadership Plan</i> <u>exceeds expectations</u> for self-assessment; Incorporation of the “Nine Questions” <u>exceeds expectations</u> ; incorporation of “The Leadership Challenge”“ <u>exceeds expectations</u> ..
B	<i>Leadership Plan</i> meets expectations for self-assessment; Incorporation of the “Nine Questions” meets expectations; incorporation of “The Leadership Challenge”“ meets expectations ..
C	<i>Leadership Plan</i> meets expectations for self-assessment; Incorporation of the “Nine Questions” <u>or</u> incorporation of “The Leadership Challenge” is below expectations ..
F	<i>Leadership Plan</i> is below expectations for self-assessment; Incorporation of the “Nine Questions” <u>and</u> incorporation of “The Leadership Challenge”“ is below expectations ..

NOTE: THIS IS A SUMMATIVE PROJECT

APPENDIX C

TEAM SIGN-UP

THE FOLLOWING PEOPLE WILL WORK AS A TEAM:

PRINT your name below.

NAME (PRINT)

(a.k.a.)

1. _____
2. _____
3. _____

APPENDIX E

TEAM MEMBER PEER EVALUATION FORM

- Complete this evaluation and bring it to the last day of class.
- Please fold the evaluation to preserve privacy.

Put your name and team identification at the top of this form. This semester you worked on a team with other students for team projects. Please rate your team members on the relative contribution made in completing these projects. Your ratings will be confidential. Be honest on this evaluation. In rating your team members, use a one to five point scale, where: **5 = superior, 4 = above average, 3 = average, 2 = below average and 1 = really weak**. Add the scores to obtain a total score for each team member. Put any comments on the bottom or back of this page. Fold this sheet when you complete the ratings below. Thank you. Work on all team projects should be included as part of this evaluation. Please note that if students receive a low evaluation by 50% or more of their team members, they will lose 25% of their participation points.

TEAM MEMBERS—First Name-First **Initial**+Last **Name** (ie. drickert) **Don't include yourself.**

Ratings:			
On time for all team meetings			
Helped keep the group cohesive			
Number of useful ideas contributed			
Quantity of work done			
Quality of work done			
Facilitate group decision-making			
Add columns	+	+	+
Totals			

Comments (continue on back if necessary):

Submitted by _____ Team # _____