

Leadership & Change In Health Care Services

Washington University

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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.

REQUIRED TEXTS:

Badaracco, Jr., Joseph. *Questions of Character*, Harvard Business Press: Boston (2006)

ISBN-13: 978-1591399681

Kouzes, James & Posner, Barry. *The Leadership Challenge Workbook*. 3rd Ed. Jossey-Bass: San Francisco (2012) **ISBN- 978-1118182703**

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. **PLEASE NOTE THAT THE INTENT OF THESE SEMINARS IS FOR THE CLASS TO ENGAGE IN A SUBSTANTIVE DISCUSSION OF CLASS CONCEPTS; THEREFORE, IT IS EXTREMELY IMPORTANT THAT STUDENTS COME TO CLASS NOT ONLY TO PRESENT THEIR PRESENTATION BUT ALSO TO PARTICIPATE IN DISCUSSION.**

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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.

Course Letter Grade Rubric:†

A+	Earns a grade of A on the <i>Leadership Plan</i> and <u>exceeds expectations</u> for individual contribution to group work..
A	Earns a grade of A on the <i>Leadership Plan</i> and <u>significant</u> individual contribution to group work..
A-	Earns a grade of A on the <i>Leadership Plan</i> and <u>average</u> individual contribution to group work.
B+	Earns a grade of B on the <i>Leadership Plan</i> and <u>significant</u> individual contribution to group work.
B	Earns a grade of B on the <i>Leadership Plan</i> and <u>average</u> individual contribution to group work.
B-	Earns a grade of B on the <i>Leadership Plan</i> and <u>below average</u> individual contribution to group work.
C+	Earns a grade of C on the <i>Leadership Plan</i> and <u>significant</u> individual contribution to group work.
C	Earns a grade of C on the <i>Leadership Plan</i> and <u>average</u> individual contribution to group work.
C-	Earns a grade of C on the <i>Leadership Plan</i> and <u>below average</u> individual contribution to group work.
F	Earns an F on the <i>Leadership Plan</i> and <u>below average</u> individual contribution to group work.

TYPICAL CLASS ITINERARY

- 5:30 pm to 6:00 pm----- Professor presents overview material.
- 6:00 pm to 6:30 pm----- Group Seminar Discussions.
- 6:30 pm to 6:45 pm----- BREAK
- 6:45 pm to 7:15 pm ---- Group Seminar Discussions.
- 7:15 pm to 8:00 pm -----Q & A/Group Work

†††Students missing two (2) or more classes will receive a grade lower than the grade indicated by the Course Grade Rubric alone, reflecting their incomplete class participation.

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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: This course is designed for active student engagement, including formative activities which afford students opportunities to “practice” and be assessed on the Ability Outcomes addressed by this course. It is expected that students enrolled in this course will attend **ALL** classes and be fully prepared to participate in both individual and group projects. § 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 D) 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 class discussions (30-45 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 past experience, current 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 (3-4 pages, 900-1000 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 missing two (2) or more classes will receive a grade lower than the grade indicated by the Course Grade Rubric alone, reflecting their incomplete class participation.

§ **Students needing to miss class must email the professor to provide an explanation of the “unavoidable” nature of the absence.**

** 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.

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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

8/28

THE LEADERSHIP CHALLENGE

VIDEO CLIPS: Dead Poets Society—“*Carpe Diem*” and Short Circuit—*“I’m the programmer.”* **and** The Marshmallow Test”

Assignment: *Intro & Chapter 1*††

Homework for class on 9/11:

- ◆ 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?
- ◆ Complete the Leadership Benchmark exercise, (Appendix A, Part 1).
- ◆ Prepare a 4-page essay that examines the bullets listed above (double-spaced, 1000-1200 words) which will be submitted at the beginning of class on 9/12.
- ◆ Come to class on 9/11 prepared to discuss your essay in a 15-minute presentation, including a presentation of your Leadership Benchmark Presentation: Part 1.

9/4

INDIVIDUAL CONSULTATIONS

- ◆ **Leadership Challenge** Each student will meet with the professor for an Individual consultation (15 minutes).

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

9/11

THE LEADERSHIP CHALLENGE

ALL STUDENTS

QUESTION: What is Leadership?

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

- ◆ Each student will present their Leadership Benchmark Exercise (Part One), including a brief overview of their own anticipated leadership developmental needs from your 4-page essay (15 minutes total).
- ◆ Begin working with your group to develop Leadership Benchmark Exercise PART 2/ Come to your group meeting with the professor (9/18) prepared to discuss your group's strategy for the Leadership Benchmark Team Case.

READING: Badaracco—Introduction

Leadership Challenge Assignment: Chapter 2 & 3

9/18

GROUP MEETINGS WITH PROFESSOR

- ◆ Each group will meet with the professor to review their plan for their *Leadership Benchmark Exercise Part Two—Team Case Presentation*.

9/25

LEADERSHIP BENCHMARK TEAM CASE PRESENTATION

- ◆ Teams must submit a hardcopy of their Leadership Benchmark Case to the professor at the beginning of class today. Please bring a copy to distribute to all students in the class.
- ◆ Teams read their case and lead a discussion (30 minutes total) of how the character in their case demonstrates the leadership traits (see Appendix A).

DUE:

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

10/2 & 10/9

PRESENTATION RESEARCH & PREPARATION

- ◆ Prepare for your group's In-Class Seminars
- ◆ Continue developing ideas for your Leadership Plan.

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10/16

GROUP MEETINGS WITH PROFESSOR

- ◆ Each group will meet with the professor to review their plan for their 1st and 2nd *In-class Seminar Presentation* (45 minutes/group).

10/23

SEMINAR #1: MODEL THE WAY

GROUP 1

QUESTION:

- ◆ **Do I have a good 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 Assignment: Chapter 4

10/30

SEMINAR # 2 INSPIRE A SHARED VISION

GROUP 1

QUESTION:

- ◆ **Are my role models unsettling?**

READING: Badaracco—Chapter 3

GROUP 2

QUESTION:

- ◆ **Do I really care?**

READING: Badaracco—Chapter 4

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

Leadership Challenge Assignment: Chapter 5

11/6 **GROUP MEETINGS WITH PROFESSOR**
 ♦ Each group will meet with the professor to review their plan for their 3rd and 4th *In-class Seminar Presentation* (45 minutes/group).

11/13 **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?**

READING: Badaracco—Chapter 6

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

Leadership Challenge Assignment: Chapter 6

11/20 **SEMINAR #4 WRAP UP & REVIEW: ENABLE OTHERS TO ACT & ENCOURAGE THE HEART**

GROUP 1

QUESTION:

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

READING: Badaracco—Chapter 7

GROUP 2

QUESTION:

- **What is sound reflection?**

READING: Badaracco—Chapter 8

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

Leadership Challenge Assignment: Chapter 7 & 8

11/27 **THANKSGIVING BREAK (No Class)**

12/4

REFLECTING ON YOUR PERSONAL BEST

GROUP 1 & 2

QUESTION:

- How do I judge character?

READING: Badaracco—Chapter 9

Leadership Challenge Assignment: Chapter 9 & 10

12/ 11

LEADERSHIP PLAN

DUE:

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

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 questions below about the leader you chose to use as a benchmark plus the questions from page 7 of this syllabus.
- ✚ 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-minute discussion.
- ✚ 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):

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

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PART 2 (GROUP WORK)

Work with your team to develop a fictional case (3-4 pages, 900-1000 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 case 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 characteristic 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 (for every student and the professor) 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. **INTRODUCTION:** 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). These objects should focus on the “dual-focus” of your plan to accommodate both short-term project-based objectives and long-term developmental objectives. It is intended that the *The Leadership Challenge Workbook* is use to accomplish your short-term project-based objective(s), while other course activities and exercises are used to create a long-term developmental plan.
2. **LEADERSHIP CHALLENGE PROJECT:** Meet with your professor to discuss what project(s) you might examine using *The Leadership Challenge* workbook, use the workbook as a guide throughout the semester to help achieve your project, and discuss the project outcome in this section of your plan.
3. **LONG-TERM DEVELOPMENTAL PLAN:** You will need to have a strong character and desirable personal attributes to accomplish your goals, include the following in your analysis:
 - ✚ 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 long-term developmental 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?



Summarize your personal attributes including:

1. Appropriate class concepts as applicable to your plan.
2. The “leadership lessons” revealed in *The Dead Poets’ Society*.
3. How you might adapt concepts from the *Who Moved My Cheese* exercise to prepare yourself for change.
4. References to Jack McKee’s epiphany in *The Doctor* as a possible inspiration for changing the paradigms in your life in order to adapt to the structure and culture of an organization.

CONCLUSION: End with a short summary of your 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>meets expectations</u> for self-assessment; Incorporation of the “Nine Questions” <u>meets expectations</u> ; incorporation of “The Leadership Challenge” <u>meets expectations</u> .
B	<i>Leadership Plan</i> <u>meets</u> expectations for self-assessment; Incorporation of the “Nine Questions” <u>or</u> incorporation of “The Leadership Challenge” is <u>below</u> expectations.
C	<i>Leadership Plan</i> <u>meets</u> expectations for self-assessment; Incorporation of the “Nine Questions” <u>and</u> incorporation of “The Leadership Challenge” is <u>below</u> expectations.
F	<i>Leadership Plan</i> is <u>below</u> expectations for self-assessment; Incorporation of the “Nine Questions” <u>and</u> incorporation of “The Leadership Challenge” is <u>below</u> 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 D

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 # _____