I. Course Description

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

Students learn the core concepts of leadership and the principles of change in organizational, community, political, social, and global settings. 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. The readings are books and articles from the general leadership literature, and from the change management literature. The last week of the course is devoted to discussion of ethical leadership and organizational politics.

Small group discussions and class discussions focus on applying concepts from the readings to a variety of public health and health care settings. Students participate in small discussion groups and each small group will have an opportunity to lead a class discussion on the assigned reading materials and their application to leadership in health care settings today. Students post reflection notes at intervals of about every three weeks of the course to critique, comment on relationships between concepts, and provide personal reflections on the material as the course progresses. Small teams of students conduct field projects to learn how change is accomplished and the role of leadership in public health and health care settings. Their findings are reported orally to the class and in writing as the final project for the course.

II. Course Prerequisites

Students must be 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) to critically analyze organizational change practices and leadership in case studies from the field.

IV. Methods of Instruction and Work Expectations

Sessions will consist of lectures 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 Moodle site. (For instructions on how to set up your computer for Moodle access, go to: http://webct.umn.edu/students/.)

Students are expected to attend all classes, complete the reading assignments prior to class, participate actively in class discussions (without dominating the discussions), and lead discussions as requested. Please let the instructor 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 reading/reflection notes to Moodle site, participate in one reading group class presentation and lead the class discussion, present the field group project in an oral presentation, and complete one field group project written assignment. Students are expected to turn in the written assignments on time and to deliver the oral presentations as scheduled.

The criteria that will be used in evaluating the individual written assignment, the group oral presentation, the group written assignment, and class preparation and contribution are included in the appendix.
V. List of Course Texts and Readings

There are three required textbooks. All three books are available from the University of Minnesota Bookstore, Amazon.com, and BarnesandNoble.com. They also may be available from other sources.


In addition, a selection of the following articles or book chapters will be required reading (these are accessible via link to the UMN library resources and are embedded in the course Moodle site weekly schedule (available only to UMN students registered for the course.) Please refer to the Moodle course site for the relevant readings for each week.


Select chapters or sections from texts:


**Other readings:**


**Optional readings:**


Above journal articles or book chapters can be accessed via the Moodle site or electronically through the library's E-Journals function.
Optional reading (will be covered in class):

VI. Course Outline/Schedule

Session 1, January 26: Leadership I – An Introduction
Reading: Jackson and Parry, Studying Leadership: Why Studying Leadership Matters (pp. 1-24)
Content: 1) Introductions/ overview of course/ assignments
2) Foundational issues: leadership as art and science, leadership vs. management
3) Lecture from The Leadership Challenge (Kouzes & Posner, 5th ed)
4) Project group assignments

Session 2, February 2: Leadership II – Personal leadership
Reading: Jackson and Parry, Studying Leadership, Leader-centered Perspectives and Follower-centered Perspectives (pp. 25-67), Articles: Kouzes & Posner, Leading in Cynical Times (pp. 357-364) and Challenge is the Opportunity for Greatness (pp. 16-23), and Gawande
Content: 1) Completion of the Leadership Practices Inventory (Assignment completed in class)
2) Lecture from Kouzes & Posner Leadership Challenge
Assignment: Reflection notes #1 due by Sunday February 8 by Noon

Session 3, February 9: Leadership III - More Leadership Theories (Guest lecturer)
Reading: Jackson and Parry, Studying Leadership, Cultural Perspectives on Leadership and Critical and Distributed Perspectives on Leadership (pp. 68-151)
Content: 1) Leadership Practices Inventory Feedback Reports distributed
2) Small group discussions of results of the Leadership Practices Inventory.

Session 4, February 16: Studying Leadership and Complementary and Contrasting Accounts of Leadership
Reading: Articles by Hill, Goleman, Kramer, Collins, Gabarro, Optional: Vroom & Jago
Content: 1) Group #1 Class Facilitation
2) Comparisons and contrasts
3) Lecture/discussion: role of situation in leadership (Vroom & Jago- article 16)
4) Guest speaker: To be announced as speaker confirmed
Session 5, February 23: - Complementary and Contrasting Accounts of Leadership and Intro to Leading Change

Reading: Articles by Heifetz, Dye, George, Kaplan, Ancona, Kotter chpts 1-5

Content: 1) Group #2 Class Facilitation
2) Project team work

Group preparation for field project work for assignments 2 & 3:

Assignment: One-page field project preliminary plan due March 3rd. One-page should include: team member names, possible (or defined) field site for project, and type of organizational change your group plans to examine.

Assignment: Reflection notes #2 due by Sunday March 1 by Noon.

Session 6, March 2: Studying Leadership and Complementary and Contrasting Accounts of Leadership II

Reading: Kotter, chpts 6-12, and articles by Pascale, Meyerson, and Krattenmaker

Content: 1) Group #3 Class Facilitation

Assignment 1: Individual paper on your Leadership Practices Inventory results and leadership development plan. Due: Sunday, March 15th. Submit to the course Moodle assignment site.

Session 7, March 9: Leading Change in Multiple contexts I


Content: 1) Project team work

Spring Break (No class on March 16)

Session 8, March 23 Leading Change in Multiple contexts II – Organizational Contexts (guest lecturer):

Reading: Hickman, Introduction and Conceptual Perspectives on Leading Change in Organizational Contexts (pp. 33-118), and articles – see Moodle

Content: 1) Project team work

Assignment: Reflection notes #3 due by Sunday March 29 by Noon.

Session 9, March 30: Leading Change in Multiple contexts – Community and Organizational III

Reading: Hickman, Leading Community and Organizational Change (pp. 119-160), and articles – see Moodle

Content: 1) Brief presentation by project groups (5 min each)
2) Group #4 Class Facilitation

Session 10, April 6: Leading Change in Multiple contexts – Political and social IV

Reading: Hickman, Leading Political and social Change (pp. 161-228), and articles – see Moodle

Content: 1) Group #5 Class Facilitation
2) Guest speaker: To be announced as speaker confirmed
Session 11, April 13: Leading Change in Multiple contexts - Global V
Reading: Hickman, Leading Global Change and Epilogue (pp. 229-304), and articles – see Moodle
Content: 1) Group #6 Class Facilitation
Assignment: Reflection notes #4 due by Sunday April 11 by Noon.

Session 12, April 20: Ethics & Political Skills for Organizational Life
Reading: None / Ethics and Organizational Politics
Content: 1) lecture & discussion of Brandon & Seldman (2002). Survival of the Savvy on Organizational Politics and ethics
2) Guest speaker: To be announced as speaker confirmed

Session 13, April 27: Group Presentations
Assignment 2: Oral presentations of Assignment 2 (Case group project presentations on change management and leadership)

Session 14, May 4: Group Presentations
Assignment 2: Oral presentations of Assignment 2 (Case group project presentations on change management and leadership)

Assignment: Final course Reflection notes due by Monday May 11.
Assignment 3: Final Assignment: group paper on a change management process) due:
Sunday, May 10. Submit to the course website.
VII. Evaluation and Grading

Basis for Grading
Students will be expected to complete four assignments. Assignment 1 will be a written analysis of one’s own leadership style and leadership development plan based on Kouzes & Posner LPI assessment. Assignment 2 will be a group presentation of a field project based on interviews with the leadership team of an organization undergoing change. Assignment 3 will be a group written report from the field project on the same organizational change project in an organization. Assignment 4 will be a facilitated class discussion by the project groups; each group will prepare and lead one class discussion on assigned readings. The instructor will assign students to small groups to carry out assignments two and three and small reading groups for the fourth assignment. See the appendix for details of how these three assignments will be evaluated. Finally, students submit reflection notes five times during the course at an interval of approximately every three weeks.

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

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

- Assignment 1 Leadership assessment & development plan paper 20%
- Assignment 2 Group Field Project presentation 20%
- Assignment 3 Group Field Project paper 20%
- Assignment 4 Small group class facilitation/discussion 20%
- Assignment 5 Reflection notes 10%
- Class preparation/contribution 10%
- Total 100%

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

The grading scale is: 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 66-69 = D+, 64-66 = D, 60-63 = D-, <60 = F.

The change process studied for assignments 2 and 3 must be 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). Students taking the course S-N (satisfactory-unsatisfactory) must earn a C- or higher in each of the four components listed above of the course to receive a grade of S.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary
circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change
(if applicable) For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf. Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
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.
If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html. The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. 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.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**
“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**Disability Accommodations:**
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/
Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service. For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research:
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
Appendix to Syllabus
PubH 6727 Health Leadership and Effecting Change

INSTRUCTIONS FOR ASSIGNMENTS AND CRITERIA FOR EVALUATION

Instructions for Group Facilitated Class Discussions

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

You will be assigned 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 discussions 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 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, 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

In the class Moodle site, you will find a discussion forum at an interval of approximately every third week for reflection notes due the Sunday before class by Noon 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 be available to other participants in the seminar, and you are encouraged to use the forum to respond to one another’s ideas and questions. The instructors 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:

<table>
<thead>
<tr>
<th>Score</th>
<th>Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Excellent work. Student clearly completed all assigned materials, reacted to them astutely, and made innovative connections among them. Work done on time.</td>
</tr>
<tr>
<td>1.5</td>
<td>Good work. Student demonstrated either strong breadth or strong depth in the comments. Work was done on time.</td>
</tr>
<tr>
<td>1.0</td>
<td>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.</td>
</tr>
<tr>
<td>0.5</td>
<td>Poor work. Work was poorly done and late.</td>
</tr>
<tr>
<td>0.0</td>
<td>Assignment was not submitted.</td>
</tr>
</tbody>
</table>
Instructions for Assignment 1

Individual Paper on your Leadership Practices Inventory (LPI) results
and a Personal Leadership Development Plan
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/or other leadership assessment 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:

1. **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)?

2. **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.

3. **Develop a plan for your development**
   4. Describe specifically what you plan to do to improve in these practices (specific action steps). Develop a detailed plan for improvement, including specific actions, resources you plan to use (or find), a timeline, and how you will measure your progress. You may wish to do this in a table format.
   5. Describe your ideal mentor to assist you in achieving your plan (you may already have a person in mind for such a role. If so, describe that person. If not, what would that person be like? e.g., what strengths would they have? What would their personal style be?) Describe how you would like to be mentored. If you don’t have one already, how will you go about finding a mentor?

The page limit maximum for the assignment is 10 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.**
Instructions for Assignment 2 Group Field Project Assessment of Change Management and Leadership
(group PowerPoint presentation on change management )

Group Presentations will occur in the last two class sessions.

You will have 4-5 partners in doing this assignment. Identify an organization or organizational subunit that is undergoing or has recently undergone an important change process that you can study. The change should be one that affects all of the organization, a division, or a department. Examples of suitable change processes would be a change in governance, a merger, downsizing in the face of financial difficulty, reorganization of services, implementation of a new model 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?

You and your partners will make an oral presentation of approximately 20 minutes and have 10 minutes for questions and comments. In presenting your findings, use visual aids. Refer to at least three books or articles among the course readings within your presentation, identifying those readings explicitly in the slides, using references (footnotes) with page numbers. Additionally, refer to one relevant book or article not used in the course readings. Explain why the assertions or claims in those readings are confirmed or disputed by your observations of the change process you have studied.

An evaluation form for this group oral presentation is attached. Please review it and be guided by the details of the criteria for evaluation described in it. In particular, be sure to describe the organization and to present the method you used to gather the information included in your presentation. The criteria listed in the form are the criteria the instructor will use in grading your paper. All presenters for a given presentation will be given the same grade.
Instructions for Assignment 3 (group paper on a change management process)

Submit to course website.

As a group, write a report on the change process you investigated for assignment 2. As in the oral presentation, describe the change process and the leadership of the process, critique (1) the process and (2) the leadership, and present recommendations for improvement of the process and the leadership. In your paper, refer to at least three books or articles among the course readings, identifying those readings explicitly using 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 10 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. Don't neglect (1) to describe the organization, (2) to present the method(s) you used to gather the information included in your report, and (3) to cite references to the course readings and other literature you choose. 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.
## EVALUATION OF ASSIGNMENT 1

*(Individual paper on your Leadership Practices Inventory results)*

<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Level of Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1. The results of the student’s Leadership Practices Inventory are clearly stated.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2. Practices with high ratings are identified, and the reasons for the high ratings are discussed.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>3. Practices with low ratings are identified and the reasons for the low ratings are discussed.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>4. Specific leadership practices are identified for improvement, and the rationales for choosing these practices are presented. (Credit for this item is weighted twice as high as for items 1-3 and 6-7.)</td>
<td>0 2 4 6 8 10</td>
</tr>
<tr>
<td>5. Specific plans are presented for improving the practices chosen for improvement. (Credit for this item is weighted twice as high as for items 1-3 and 6-7.)</td>
<td>0 2 4 6 8 10</td>
</tr>
<tr>
<td>6. The paper shows mastery of those portions of <em>The Leadership Challenge</em> that pertain to the practices discussed.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>7. The paper is well-planned, well-written, and logically organized.</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>
# EVALUATION OF ASSIGNMENT 2

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

<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Level of Achievement:</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation and planning were evident in the presentation.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The organization or subunit studied was clearly described.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The method of obtaining information for the presentation was clearly described.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The change process was well described.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Strengths and weaknesses of the change process were well described.</td>
<td></td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>(Credit for this item is weighted twice as high as for items 1-4 and 8-10.)</td>
<td></td>
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<tr>
<td>6. Strengths and weaknesses of the leadership of the process were well described.</td>
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<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>(Credit for this item is weighted twice as high as for items 1-3 and 8-10.)</td>
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</tr>
<tr>
<td>7. Insightful recommendations for improvement were made and supported.</td>
<td></td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
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<tr>
<td>(Credit for this item is weighted twice as high as for items 1-4 and 8-10.)</td>
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</tr>
<tr>
<td>8. Visual aids supported the presentation well.</td>
<td></td>
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<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Explicit references to at least three of the course readings and one additional book or article were made in the slides, using footnotes with page numbers.</td>
<td></td>
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<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>10. Questions were invited, and the answers were clear and responsive.</td>
<td></td>
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<td>2</td>
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<td>5</td>
</tr>
</tbody>
</table>
# EVALUATION OF ASSIGNMENT 3  
(Group paper on a change management process)

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