

**Syllabus OST 801-730**  
**Leadership & Organizational Dynamics**  
**Spring 2013**

---

**COURSE OVERVIEW**

As the arrival of 2013 has come, we stand at the crossroads of the most significant transformation of healthcare in almost fifty years. The multitude of evidence, opinions and changes being proposed, considered and debated is creating an environment filled with increasing concern, polarizing opinions and tension. Paramount to a successful outcome is the need for skilled leaders. What a great time to be taking a course on leadership!

As an informed and experienced individual, you are no doubt entering this course with goals and expectations for the semester. We have reflected on our combined years of academic, healthcare and administrative experience – including our successes and “near successes”. Framed through our perspectives, we designed this course to help you refine and expand your current problem-solving skills; acquire new knowledge and advance your leadership abilities. You will complete this course better prepared to proactively plan – create and implement strategic initiatives – positioning your organization on the cutting edge of change and innovation; ready to assume a more challenging leadership role in the next decade.

Leadership is not only about leading, but also about managing and sometimes following. This course will present, and allow you as a cohort group to discuss, the major theories of leading and managing people and organizations. You will better understand your own personality and that of your followers. (Leaders can't exist without followers). The course will help you appreciate both the science and art involved in leadership – being more strategic in your vision and managing your mission more tactically. You will be introduced to concepts, metrics and tools that will augment your effectiveness and improve your efficiency.

Leadership development is a broad concept with many varying interpretations. Certainly, the literature on leaders and what attributes great leaders possess is continually debated. In our brief time together we will look at our own attributes and what each of us possesses that can be used to make us more effective leaders. This self-knowledge and self-awareness will be used to better understand some of the more common theories of leadership and leadership development. We will also examine the structure of current healthcare organizations and what those organizations might look like in the future. Likewise, we will explore the skills, values, abilities, etc. that the leader of the future will need to possess.

Leadership should be viewed as art, philosophy, social science, science, and somewhat as a lifestyle choice. In this graduate level course we review several theories of leadership and encourage you to actively apply them (and even experiment with more than one approach) to scenarios - *designed to challenge you* - that exemplify organizational dynamics in the health professions.

Emphasis is given to manifestations of leadership in the healthcare setting, which by nature draw on business, political, sociological and psychological constructs and approaches. Likewise, leadership dynamics is closely tied to administration/management, governance and organizational theory.

MaryLee Davis, Ph.D.

Donald Sefcik, D.O., M.B.A.

### **Leadership Modules: Lead Professor**

1. Leadership: People, Dynamics & Resources (1/16 – 2/12) – Dr. Davis & Sefcik
2. Leadership in Healthcare Organizations (2/13 – 3/1) – Dr. Davis
3. Leadership in Academic Organizations (3/12 – 4/1) – Dr. Sefcik
4. Influencing Healthcare Transformation (4/2 – 4/29) – Drs. Davis & Sefcik

### **NOTE:**

In addition to the chapters assigned in the required textbook (*Leadership Theory and Practice*; Northouse 2013) several journal articles will be assigned (and posted on the ANGEL course site).

## **COURSE OBJECTIVES**

This course examines the interaction between leadership and organizational culture, with an emphasis on their relationship within healthcare institutions and higher education. The readings and assignments were selected and designed to:

- Challenge participants in this course.
- Provide an opportunity to read, reflect and synthesize various views about healthcare and academic leadership.
- Develop an understanding of leadership and organizational development issues as they pertain to health professions education.
- Apply the aforementioned acquired knowledge to problem-solving and practical situations; enhancing decision-making abilities and conflict management.
- Develop a personal definition of leadership based on readings, discussions, self-disclosure inventories, and experiential exercises.
- Develop a clearer understanding of and ability to articulate one's personal leadership philosophy; increasing self-awareness and providing options for future leadership opportunities.
- Describe, analyze, synthesize and evaluate various leadership theories discussed in the readings and class discussions and describe how they play a part in your personal definition of leadership.

## **REQUIRED TEXT**

Northouse, P. G. (2013). (6<sup>th</sup> ed.) *Leadership: Theory and Practice*. Thousand Oaks: CA: Sage Publications.

## **SUGGESTED SUPPLEMENTAL TEXTS**

Bennis, W. G. & Thomas, R. J. (2002). *Geeks and geezers: How era, values, and defining moments shape leaders*. Boston, MA: Harvard Business School Publishing.

Bolman, L.G. & Deal, T.E. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.

Covey, S., (2004). *The 8<sup>TH</sup> habit*. New York: Free Press.

Daloz Parks, & Daloz. (1997). *Common Fire: Leading lives of commitment in a complex world*. Boston: Beacon Press.

Daloz Parks, S. (2005). *Leadership can be taught: A bold approach for a complex world*. Boston: Harvard Business School Press.

Drucker Foundation (Ed.). (1999). *Leading beyond the walls*. San Francisco: Jossey Bass.

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco: Jossey-Bass.

Jackson, P. & Delehanty, H. (1995) *Sacred Hoops: Spiritual lessons of a hardwood warrior*. New York: Hyperion.

Wheatley, M. J. (2004). *Finding our way: Leadership for an uncertain time*. San Francisco: Berrett-Koehler.

## **SUPPLEMENTAL ARTICLES WILL BE AVAILABLE THROUGH ANGEL.**

*Harvard Business Review* and other leadership journal articles will be assigned

## **COURSE REQUIREMENTS**

### **Course Reflection and Participation**

Graduate students are expected to be critical readers and thinkers. In this course students are expected to take notes while reading, write down questions and issues to be explored further and to capture their reflections in their learning logs and later highlighted in their Leadership Portfolio. Active participation in course discussions is also expected.

The success of this course, as a group and for you personally, depends on the quality of your preparation as well as the magnitude of your participation and the significance (or lack thereof) of your contributions.

### **Written Assignments**

#### **1. Leadership Profile - (due January 28th)**

One of the best ways to study leadership is through case studies of individuals. Each of you will choose one leader and write a 4 page review and analysis of the individual's accomplishments, leadership style and philosophy, leadership impact, situational factors, and career influences. This is not a book report or a repeat of their resume, but a critical evaluation and synthesis of their accomplishments and struggles.

You may choose an historical figure or a contemporary leader. You may gather this information from published works or from first-person interviews. In the paper, you must indicate how you gathered this information. You may choose an exemplary leader or someone you consider to have failed in a leadership attempt. If you choose the latter, comment on why, in your opinion, the person "failed."

Good case studies tell a story as well as analyzing and documenting. Think about how the individual probably experienced his/her own leadership as well as how those around the individual portrayed him/her. Was there drama in this story? Why did you find this person compelling enough to study? What did you learn about leadership from this profile? Does this person's story reflect some of the leadership concepts discussed in this course or in your reading?

#### **2. Philosophy of Leadership Statement - (due February 28th)**

It is important to establish and articulate your own philosophy about how you operate as a leader, regardless of the particular circumstances of your position. Your philosophy statement should be revised as we progress through the semester. It should incorporate the assigned readings, course activities, and feedback from the instructor and classmates. The completed statement should be 5 or 6 pages in length. As you prepare this statement, consider the following:

- What do you think about leadership? What has influenced your thoughts?
- What key leadership experiences have informed your thinking?
- Do you believe that leadership is positional? Why or why not?
- When do you share your vision as a leader?
- Under what circumstances are you willing to take risks?
- What personal principles are you not willing to violate?

- How do you make decisions? Are they based on evidence or intuition?
- What decisions do you make individually and what do you make collectively?
- How do your personal beliefs (e.g. religion, inclusiveness, etc.) affect your leadership philosophy?
- How do you respond when your leadership beliefs or practices are challenged?

These are only a few issues to consider. Feel free to add others which you see as necessary and appropriate for you.

### 3. **Analysis of a Critical Leadership Issue in Healthcare** - (due April 5th)

- Select a current leadership issue and develop a professional paper.
- Identify a key issue in health professions education that requires you (a prospective leader) to make critical decisions about it. Examples might include:  
Healthcare Reform (signed into law March 2010)  
The Future of Primary Care  
The Future of Graduate Medical Education Capacity  
The Future of Graduate Medical Education Funding  
Educational Reform in Medical Schools
- Provide a brief overview of the issue, to contextualize it; this part of the assignment should not exceed two pages.
- Then, as an emergent leader, take a position on the issue and defend your decision in light of your leadership philosophy. Readings from the course, class discussion, and independent research must be used to support key ideas expressed in the paper. This paper should follow the manuscript guidelines of a professional journal that you currently read. The paper must be submitted electronically to the course ANGEL site drop box. The analysis section should be 4-5 pages in length.

### **GUIDELINES FOR ALL WRITTEN ASSIGNMENTS**

All papers must be typed and double-spaced with 1 inch margins on all sides.

- Papers should follow APA format.
- Use 12-point font.
- Include your name and page numbers in the header.
- Always *explicitly* cite your sources, parenthetically and in the reference page. Citations should follow APA format.
- Citing your sources is a way of demonstrating from where and how you came to know something.
- Proofread all written work. Finished products should be spell-checked and grammatically correct.
- All assignments must be submitted on time. Exceptions may be granted in extenuating circumstances. These should be discussed with the instructors.
- You should also submit your assignments/ attachments via the ANGEL course e-mail site or in a designated drop box. Your name should appear on the cover page of any word document you send or post. The name of the word document should include your name and the title of the document. Some examples are: Smith\_Leadership Statement or Leadership\_Smith, etc. We do not want to have multiple documents all named

“Leadership” or something similar that keeps each person’s document from being easily identified.

**Leadership Portfolio and final submission of the course Learning Log** (due May 1st)  
Detailed Guidelines for the Learning Log and Portfolio are posted on the course ANGEL site.

**EVALUATION\***

Leadership Profile	20%
Philosophy of Leadership Statement	20%
Analysis of a Critical Leadership Issue	30%
Learning Log / Portfolio	30%

**Six criteria are used to evaluate each assignment**

- Originality
- Thoroughness/accuracy
- Analysis and argumentation
- Thoughtfulness
- Construction/presentation
- Documentation/Citation- Relevance to literature discussed in class and in the field

\*Students should note that no one activity or project makes or breaks your grade in this course. You should balance the energy you devote to each project, as there is something due every few weeks. Your active participation in ANGEL discussion groups is an expectation during this course.

**ACADEMIC INTEGRITY**

Article 2.3.3 of the Academic Freedom Report states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by the instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit coursework you completed for another course to satisfy the requirements for this course. Students who violate MSU academic integrity rules may receive a penalty grade, which could include a failing grade on the assignment, in the course, or both. Contact the instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>)

## **COURSE SCHEDULE**

The first week of this course is an Introduction / Orientation week.

Module 1 formally begins on January 16<sup>th</sup>. Please note that each module opens one week before it actually begins. This is to allow orientation to the module's contents and allow you to begin your reading assignments early, if you are so inclined.

### **Introduction / Orientation (January 8 – January 15)**

- 1/8 - 1/15      Introductions and Course Overview  
What is Leadership?
- Share your experiences with effective and ineffective leaders
  - Chronicle your most significant leadership experience
  - Compare and contrast your personal conceptualization of leadership based on your experiences and observations.
  - Begin the process of constructing your personal philosophy of leadership and teamwork.
- Students will learn about and complete the Myers-Briggs Type Indicator (MBTI).

### **Module 1 (January 16-February 12)**

*Leadership: People, Dynamics & Resources*

- 1/16            Leadership Concept: Traits  
Northouse, Chapters 1 & 2  
Discovering how MBTI type relates to leadership
- 1/23            Leadership Concept: Skills & Style  
Northouse, Chapters 3 & 4
- 1/28            Assignment DUE: Leadership Profile**
- 1/30            Leadership Concept: Leader-Member Exchange /Team/ Authentic  
Northouse, Chapters 8, 11, & 12
- 2/6             Leadership Concept: Vision  
ANGEL:  
*Harvard Business Review* - reading assignment

### **Module 2 (February 13 - March 1)**

*Leadership in Healthcare Organizations*

- 2/13            Leadership Concept: Transformational Leadership  
Northouse, Chapter 9  
ANGEL:

Bass, B. M. & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17, p. 112-121.

2/20 Leadership Concept: Situational Leadership  
Northouse, Chapters 5, 6 & 7

2/27 Transforming followers and how we know leadership matters  
Implications for transformational leaders:  
Leadership Concept: Servant Leader, Northouse Chapter. 10

**Feb. 28** Assignment DUE: Philosophy of Leadership Statement  
Posting (*and optional sharing*) of Leadership Philosophy

3/4 - 3/10 MSU SPRING BREAK - NO New Assignments this Week

### **Module 3 (March 11 - April 1)**

#### *Leadership in Academic Organizations*

3/11 Leadership Concept: Authentic Leadership  
Northouse, Chapter 11

3/18 Leadership Concept: Psychodynamics  
Northouse, Chapter 13

3/25 Case Scenarios

### **Module 4 (April 2 - April 29)**

#### *Influencing Healthcare Transformation*

4/2 Leadership Concept: Women and Leadership  
Northouse, Chapter 14

**4/5** Assignment DUE: Analysis of Critical Leadership Issue in Healthcare

4/9 Leadership Concept: Culture and Leadership  
Northouse, Chapter 15

4/23 Continued Discussions on Leadership

### **FINAL ASSIGNMENT DUE:**

**5/1** Course Reflective Assignments DUE: Portfolio and Posting of Learning Log