

MED-INF-481– 55 Syllabus

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Foundations of Leadership

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Course Description: The purpose of this course is to identify the fundamental leadership behaviors that enable people to excel in their careers, and to help students apply these behaviors to personal and professional success. The course builds from the basic premise that leadership is learned, and looks at the theory and practice of leadership at the individual and organizational level. The course will emphasize transformational leadership and the skills necessarily for influencing positive behaviors change in yourself and others. There is a special emphasis on understanding and leading with key value drivers, vital behaviors and shared mental models. This is a project-based course. Students will work in small teams to apply the concepts and techniques presented in class to challenging problems in the workplace. For more information please read Invitation to Leaders 481-DL.

Text:

Organizational Culture and Leadership, Schein, 4 edition, 2010 (ISBN-13: 978-0470190609)
Note the 3rd edition published in 2004 is also acceptable for the course.

Influencer, Kerry Patterson, et.als., 2007 , (978-0071484992)

The Heart of Change Field Guide, Dan S. Cohen, 2005 (978-1591397755)

Students will need to purchase the following articles directly from the Harvard Business School Press:

“Harnessing the Science of Persuasion,” Robert Cialdini, Harvard Business Review, October 2001.

“Tactics of Influence: Three Ways to Project Influence,” Excerpt from Power, Influence & Persuasion, Harvard Business School Press, 2005.

A URL will be provided by the instructor for purchasing these articles at a discounted rate from Harvard Business School Press.

Learning Goals: The goals of this course are to:

1. Define, explain and analyze different forms of value (economic, meaning, social) and the role value creation plays in effective leadership.
2. Define and plan the implementation of tactics for positively changing employee and customer behaviors using the six-sources of influence framework.
3. Define, explain and analyze organizational culture (according to Schein) and use it to recognize issues and plan organizational change.
4. Evaluate and combine best practices for engaging, implementing and sustaining planned organizational change.
5. Identify and analyze transformational leadership challenges in medical informatics and develop and defend approaches for meeting them.

Evaluation:

Students are evaluated in the course as follows:

- Team Project – 50%
- Individual Assignment – 25%
- Proctored Final Examination – 25%
- Participation – 0% but lack of participation can lower graded
- Optional extra credit - maximum 10%

Team Project

Work will proceed on a weekly basis and mirror progress in the course syllabus resulting in four intermediate deliverables:

- Part 1: Seeing Shifting Fundamentals (15 pts, draft due April 12, final due April 19)
- Part 2: Discovering Vital Behaviors (15 pts, draft on April 26, final due May 3)
- Part 3: Building a Shared Mental Model (10 pts, draft due May 10, final due May 17)
- Part 4: Planning the Transformation (10 pts, draft due May 24, final due May 31)

Individual Assignment (Knowledge Cards)

- Card 1: Art of Influence (4 pts, draft due April 12, final due April 19)
- Card 2: Art of Influence (4 pts, draft on April 26, final due May 3)
- Card 3: Playing a Knowledge Card (8 pts, draft due May 10, final due May 17)
- Card 4: Art of Influence (4 pts, draft due May 24, final due May 31)
- Deck : Six Card of your choice for use after the course (5 pts, draft due May 24, final due May 31)

Deliverables for the Team Project and Individual Assignments should be uploaded as assignments and posted on the discussion board by 1pm central time (CT) on the due date.

Final Examination

A comprehensive final including multiple choice and essay questions will be given at a testing center.

Participation

You are expected to participate in the Discussion Board and sync sessions. Participation can come in many forms – raising questions, answering questions, contributing to group activities, making observations and sharing relevant experiences/examples. Participation does not earn points but students that fail without explanation to attend two or more sync sessions or do not contribute to two or more discussion threads during the quarter will lose a full letter grade. Please notify the instructor in advance concerning unavoidable absences. Any required grade adjustments are communicated on May 24, 2011.

Extra Credit

Students are encouraged to work individually or on teams on extra credit projects. Projects require the approval of the instructor. Projects can involve researching leadership techniques not covered in the course and developing briefings for classmates. Projects can also involve applying techniques covered in the course to hard problems involving capstone related research or challenges in the workplace. This includes knowledge cards.

Discussion Board Etiquette: The purpose of Discussion Boards is to allow students to freely exchange ideas and participation is highly encouraged. It is important that we always remain respectful of one another's viewpoints and positions and, when necessary, agree to disagree, respectfully. While active and frequent participation is encouraged, cluttering a Discussion Board with inappropriate, irrelevant, or insignificant material will not earn additional points and may result in receiving less than full credit. Although frequency is not unimportant, content of the message is paramount. Please remember to cite all sources – when relevant – in order to avoid plagiarism.

Proctored Assessment: Is a requirement of this course. See the discussion on the final examination in the assessment section above.

Grading Scale:

A = 100 - 90%
B = 89 - 80%
C = 79 – 70%
F = 69% or lower

Attendance: Students are expected to participate in the Discussion Board threads and classroom sessions. Participation can come in many forms – raising questions, answering questions, contributing to group activities, making observations and sharing relevant experiences/examples in verbal and written form. Participation does not earn points but students that fail without explanation, to attend two or more sync sessions or do not contribute to two or more discussion threads will lose a full letter grade. Please notify the instructor in advance concerning unavoidable absences.

Late Work: All assignments are due 1:00pm central time on the due date of the assignment. Later work (without instructor approval) receives a 10% penalty for that assignment. Work three or more days late will not be accepted (0 points). Please seek instructor approval for delays before the assignment is due.

Learning Groups: Learning groups or project teams play a key role in this course. Students will organize themselves into teams to work on projects involving transformational change. All project topics are approved by the instructor. Group pages will be created to support collaboration. Grading of group assignments are explained above the in the evaluation section. For more information please review the Course Project Overview document.

Academic Integrity at Northwestern: Students are required to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with your instructor or graduate coordinator before the assignment is due and/or examine the University web site. Academic dishonesty includes, but is not limited to, cheating on an exam, obtaining an unfair advantage, and plagiarism (e.g., taking material from readings without citation or copying another student's paper). Failure to maintain academic integrity will result in a grade sanction, possibly as severe as failing and being required to retake the course, and could lead to a suspension or expulsion from the program. Further penalties may apply. For more information, visit:

http://www.scs.northwestern.edu/student/issues/academic_integrity.cfm

Plagiarism is one form of academic dishonesty. Students can familiarize themselves with the definition and examples of plagiarism, by visiting the site <http://www.northwestern.edu/uacc/plagiar.html>. Myriad other sources can be found online, as well.

Some assignments in this course may be required to be submitted through SafeAssign, a plagiarism detection and education tool. You can find an explanation of the tool [here](#). In brief, SafeAssign compares the submitted assignment to millions of documents in very large databases. It then generates a report showing the extent to which text within a paper is very similar or identical to pre-existing sources. The user can then see how or whether the flagged text is cited appropriately, if at all. SafeAssign also returns a percentage score, indicating the percentage of the submitted paper that is similar or identical to pre-existing sources. High scores are not necessarily bad, nor do they necessarily indicate plagiarism, since the score doesn't take into account how or whether material is cited. (If a paper consisted of just one long quote that was cited appropriately, the score would be 100%. This wouldn't be plagiarism, due to the appropriate citation. However, just submitting one long quote would probably be a pretty bad paper.) Low scores are not necessarily good, nor do they necessarily indicate a lack of plagiarism. (If a 50-page paper had all original material, except for one short quote that was not cited, the score might be around 1%. But, not citing a quotation would still be plagiarism)

SafeAssign includes an option in which the student can submit a paper and see the resultant report before submitting it to the instructor as a final copy. This ideally will help students better understand and avoid plagiarism.

Other Processes and Policies: Please refer to your SCS student handbook at <http://www.scs.northwestern.edu/grad/information/handbook.cfm> for additional course and program processes and policies.

Course Schedule

Important Note: Changes may occur to the syllabus at the instructor's discretion. When changes are made, students will be notified via an announcement in Blackboard.

Session 1

Learning Objectives

After this session, the student will be able to:

- Establish practices for our electronic classroom
- Define course learning objectives, structure and how you will be graded
- Discuss leadership framework and how it will guide our work for the quarter
- Define criteria for a great team project

Course Content

Read the following documents in the Course Information folder on Blackboard:

- Invitation to Leaders 481-DL
- Leaders 481-DL Syllabus
- Course Project Overview

Discussion Board

Introduce yourself to the other participants—name, background, current role.

Assignment

Start to investigate potential project ideas by looking at major shifts, trends and disruptors that promise to transform your organization, industry or profession. Be sure to check out the Gartner IntraWeb available online from Schaffner Library. See the Course Project Overview for access instructions. Due Tuesday, March 29, 2011 at 1:00pm (central time).

There is no documentation required for this assignment. The goal is to start research on your project idea.

Sync Session

Tuesday, March 29, 2011 at 7:00pm – 9:30pm (central time)

Session 2

Learning Objectives

After this session, the student will be able to:

- Define the concept of value and value creation in organizations
- Discuss shifting fundamentals and disruptors as major sources of value creation
- Explain how to conduct a stakeholder value analysis
- Evaluate project ideas and form teams

Course Content

Visit the book site for Firms of Endearment, <http://www.firmsofendearment.com/>, and read the materials in the about and sample of the book sections. Be sure to read about the SPICE model.

You will receive an invitation to join a Ning social network on knowledge cards. Accept the invitation and review the materials under the How it Works Tab. This includes a 5 minute video tour of the site and materials covering how to create a knowledge card.

The deck we will be working on is the leadership influence deck. Review the deck (See Browse Decks Tab → Leadership influence) by reading the short description of each of the 9 competencies involved in leadership influence. Pick a competency you have experience with or want to learn more about.

Discussion Board

Post at least one idea for a course project and be sure to explain your rationale.

Post at least one request for your first knowledge card assignment. Be sure to include which one of the 9 leadership influence competency you want to work on and why.

Assignment

Select project topic and start to recruit team, due Tuesday, April 5, 2011 at 1:00pm (central time).

Sync Session

Tuesday, April 5, 2011 at 7:00pm – 9:30pm (central time)

Session 3

Learning Objectives

After this session, the student will be able to:

- Define the concept of key value driver and how to discover them
- Continue to discuss shifting fundamentals and disruptors as major sources of value creation
- Evaluate and discuss drafts of Part 1

Course Content

Chapter TBD in Firms of Endearment, <http://www.firmsofendearment.com/>

Discussion Board

Who is your favorite publically known transformational leader? Be sure to explain their conceptually deep insight. Give an example of how they thought-things-through or exercised professional will to get things done.

Assignment

DRAFT of Part 1 of the project (seeing shifting fundamentals) and knowledge card 1 due Tuesday, April 12, 2011 at 1:00pm (central time).

Sync Session

Tuesday, April 12, 2011 at 7:00pm – 9:30pm (central time)

Session 4

Learning Objectives

After this session, the student will be able to:

- Define and give examples of vital behaviors
- Explain how to discover vital behaviors
- Define and discuss four of the six sources of influence
- Discuss how to apply vital behaviors and sources of influence to course project

Course Content

Influencer: The Power to Change Anything, Patterson, Grenny, Maxfield, McMillan and Switzler, 2008 (Chapters 1 - 7, pgs. 1 – 167)

Discussion Board

Comment on the deliverables from another project team and knowledge card authored by a classmate.

Assignment

FINAL of Part 1 of the project (seeing shifting fundamentals) and knowledge card 1 due Tuesday, April 19, 2011 at 1:00pm (central time).

Sync Session

Tuesday, April 19, 2011 at 7:00pm – 9:30pm (central time)

Session 5

Learning Objectives

After this session, the student will be able to:

- Define and discuss structural sources of influence
- Define and discuss examples of sources of influence at work in healthcare and other industries of interest
- Adapt six-sources of influence framework to student projects

Course Content

Influencer: The Power to Change Anything, Patterson, Grenny, Maxfield, McMillan and Switzler, 2008 (Chapters 8 - 10, pgs. 193 – 253)

See vitals behaviors for healthcare: <http://www.silencekills.com/>

Discussion Board

Comment on the deliverables from another project team and knowledge card authored by a classmate.

Assignment

DRAFT of Part 2 of the project (discovering vital behaviors) and knowledge card 2 due Tuesday, April 26, 2011 at 1:00pm (central time).

Sync Session

Tuesday, April 26, 2011 at 7:00pm – 9:30pm (central time)

Session 6

Learning Objectives

After this session, the student will be able to:

- Define and discuss a framework for analyzing organizational culture
- Discuss unique aspects of organizational culture in healthcare and others industries of interest
- Define techniques for discovering “basic assumptions” that define culture
- Define and analyze ways leaders initiate, build and influence mature cultures

Course Content

Organizational Culture and Leadership, Schein, 2010, Chapters 1-4 and Chapters 12 -13.

Discussion Board

Comment on the deliverables from another project team or knowledge card authored by a classmate.

Assignment

FINAL of Part 2 of the project (discovering vital behaviors) and knowledge card 2 due Tuesday, May 3, 2011 at 1:00pm (central time).

Sync Session

Tuesday, May 3, 2011 at 7:00pm – 9:30pm (central time)

Session 7

Learning Objectives

After this session, the student will be able to:

- Define and analyze basic assumptions of organizational culture
- Define method for thinking-through changes in basic assumptions for shifting fundamentals

Course Content

Organizational Culture and Leadership, Schein, 2010 Chapters 5 - 9

Discussion Board

Comment on the deliverables from another project team or knowledge card authored by a classmate.

Assignment

DRAFT of Part 3 of the project (Building a Shared Mental Model) and knowledge card 3 due Tuesday, May 10, 2011 at 1:00pm (central time).

Sync Session

Tuesday, May 10, 2011 at 7:00pm – 9:30pm (central time)

Session 8

Learning Objectives

After this session, the student will be able to:

- Define and discuss challenges with each step in planned organizational change
- Evaluate applicability of tactics for steps 4-6 to course projects

Course Content

The Heart of Change Field Guide, Cohen, 2005, Intro (pgs. 1 -10) and part II (pgs. 89 – 159)

Discussion Board

Comment on the deliverables from another project team or knowledge card authored by a classmate.

Assignment

FINAL of Part 3 of the project (Building a Shared Mental Model) and knowledge card 3 due Tuesday, May 17, 2011 at 1:00pm (central time).

Sync Session

Tuesday, May 17, 2011 at 7:00pm – 9:30pm (central time)

Session 9

Learning Objectives

After this session, the student will be able to:

- Analyze various options for thinking-things-through to drive deep change
- Analyze options for executing influence
- Begin to develop a personal action plan for developing as a leader

Course Content

“Harnessing the Science of Persuasion,” Robert Cialdini, Harvard Business Review, October 2001.

“Tactics of Influence: Three Ways to Project Influence,” Excerpt from Power, Influence & Persuasion, Harvard Business School Press, 2005.

Discussion Board

Comment on the deliverables from another project team or knowledge card authored by a classmate.

Assignment

DRAFT of Part 4 of the project (Planning the Transformation) and knowledge card 4 due Tuesday, May 24, 2011 at 1:00pm (central time).

Sync Session

Tuesday, May 24, 2011 at 7:00pm – 9:30pm (central time)

Session 10

Learning Objectives

After this session, the student will be able to:

- Gain insights into leadership from other student's project work
- Review and summarized key information from course

Course Content

No required readings. Students are urged to review course reading and notes to identify questions and prepare for the final examination.

Discussion Board

Post two lessons learned about transformational leadership

Assignment

FINAL of Part 4 of the project (Planning the Transformation) and knowledge card 4 due Tuesday, May 31, 2011 at 1:00pm (central time).

Sync Session

Tuesday, May 31, 2011 at 7:00pm – 9:30pm (central time)