"Few will have the greatness to bend history itself, but each of us can work to change a small portion of events…It is from numberless acts of courage and belief that human history is shaped."

Robert F. Kennedy

This course adheres to the items listed in the College of Pharmacy Central Syllabus:
http://z.umn.edu/copcentralsyllabus

Meeting Time and Place

2 credits
Course Web Site: https://canvas.umn.edu
Grading: A-F
Dates/Times/Location: *See course schedule*
Target audience: College of Pharmacy, PD2 and PD3 students (see course overview for further details)

Course Instructional Team

Course Director and Instructor (Duluth Campus):
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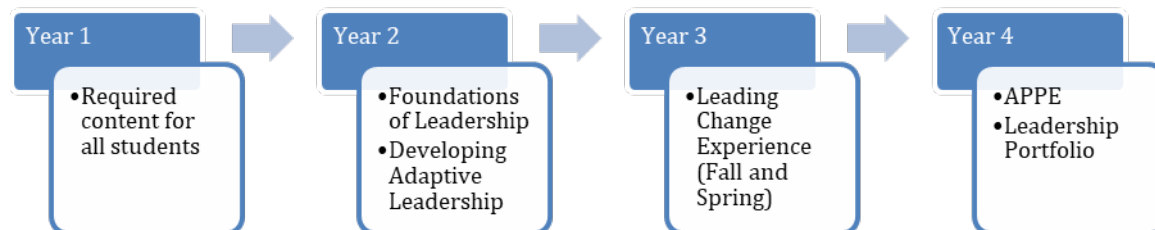*Course Director and Instructor (Twin Cities Campus)*
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Year 1	Year 2	Year 3	Year 4
• Required content for all students	• Foundations of Leadership • Developing Adaptive Leadership	• Leading Change Experience (Fall and Spring)	• APPE • Leadership Portfolio

Overview of the Course
Course content:

Foundations of Leadership (Phar 6937) is designed to build upon the leadership curriculum incorporated into the core classes of first year pharmacy students.   The course is a pre-requisite for second year pharmacy students who are interested in continuing with the Leadership Emphasis Area (LEA), however it can also be taken as an elective class only.   The class is sectioned into three distinct areas: 1) self as a leader, 2) effective leadership within teams, and 3) leadership theories related to creating organizational change.

Course format:

Weekly course sessions: Class meets most weeks (see the course schedule for dates and topics) for two hours. Sessions are managed in a "workshop" format.   Most sessions engage students in small group work and discussions, thus to optimize one's own learning and the learning that can occur in the classroom, attendance and active participation in the work of the day is expected.   Readings and assignments will be associated with each of the learning units addressed in the course.

Leadership Mini-Retreat/Community Building Event: Students completing Phar 6939 in odd years attend an off-campus leadership retreat that combines organized learning activities and social/networking opportunities. Students enrolled in this course are expected to attend.   Retreat content utilizes didactic, experiential and self-directed learning activities to enable the participant to:

- Recognize the ability to lead regardless of position or title
- Examine their leadership story and the future impact to the profession
- Describe the need for a passionate commitment to excellence and professional service.
- Explain the power of relationship building and teamwork
- Recognize the value of and exercise skills in self-reflection

Students taking Phar 6937 in even years will participate in a half-day leadership community-building event.   The design and content of this event will change for each offering, but will address the retreat objectives.

PLS/CLHC Leadership Speaker Series (LSS):   Once the schedule of presenters for the semester is announced, attendance expectations will be set.   The goals for your participation in these sessions are to:

1. Learn a variety of perspectives on leadership from leaders in pharmacy;
2. Formulate and communicate reactions to the presenter's experiences;
3. Identify the implications from what you've learned for your own leadership work.

We will debrief on the LSS discussions in class.

Prerequisites

Successful completion of the leadership content in the University of Minnesota College of Pharmacy core curriculum, including leadership sessions from:
- Phar 6700: Becoming a Pharmacist
- Phar 6715: Career and Professional Foundations I
- Phar 6730: Career and Professional Foundations II

In particular, this course utilizes and builds upon StrengthsFinder from Becoming a Pharmacist and the 5 Practices of Exemplary Leadership in Professional Development I.

Requirements

Course Materials:
Required Books:

- Arbinger Institute. *Leadership and Self-Deception: Getting Out of the Box*. San Francisco, CA: Berret-Koehler Publishers, 2010.
- Kotter, J. Rathgeber, H. *Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions*. New York, NY: St. Martin's Press, 2005.

In addition, the following book will be referred to in class, but is optional for those interested:

- Covey SR. *The 7 Habits of Highly Effective People.* New York, NY: Simon & Schuster, 1989. (Note: The 2004 version is also acceptable.)

Computer/Technology Requirements:
Check the course Canvas site regularly for current course information: http://canvas.umn.edu

Goals & Objectives

The class is sectioned into three distinct areas: 1) self as a leader, 2) effective leadership within teams, and 3) leadership theories related to creating organizational change.

Goal/Objective	Applicable domains & competencies	Scientific foundations

Goal 1: Describe the roles of a leader, regardless of position or title, and the influence of leaders
    Objective 1: Describe the ability to influence change regardless of position or title.
 	
    Objective 2: Analyze and describe your leadership assets, including personal strengths and foundational leadership experiences.
	4.1
	5.0
		5.3.1

Goal 2: Identify available tools and resources to assist with self-development, creating effective teams, and managing change within organizations
    Objective 3: Conduct personal self-assessments and target future, individual leadership development efforts.
 	
    Objective 4: Apply concepts of team performance and conflict management to current leadership work in order to create stronger partnerships.
 	
    Objective 5: Apply knowledge of select leadership skills and strategies, including change management, decision making, dialogue, visioning, and resiliency.
	4.0, 4.2-4.4, 4.6
	5.5
		5.3.2
		5.3.3
		5.3.4

Goal 3: Examine leadership theories and models and their value in the work of a pharmacist/student pharmacist Objective 6: Identify the various skills, traits, and values of recognized leaders utilizing specific leadership theories/approaches (e.g. servant, authentic, transformational, adaptive).	4.5	5.3.2

Course Policies

General Policies

See **University of Minnesota and College of Pharmacy Policy Reference** **(Centralized Syllabus)** for additional UMN and CoP policies, e.g., Academic Freedom; Copyright; Course Evaluations; Disability Accommodations; FERPA, etc.

Attendance
Students are expected to attend every class for which they are registered. Students are expected to attend classes on the campus where they are enrolled. Attendance will be taken and will account for a portion of the student's grade. Any absence needs to be discussed with the course director. Make up work may be required.

Assessment and Grading

The focus of this course is primarily discovery, reflection and awareness building. Additionally, the learning opportunities experienced in this course will not mean the same for everyone – what is "taken away" from these activities will be unique to each individual. The assignments are designed to assist students with their own understanding of what they have learned and to apply these to their future career as a pharmacist. Your true and final "grade" cannot be assigned at the end of a semester or even prior to the date of your graduation.

Ways to Meet Course Goals
- Complete the assignments on time and participate fully in class discussions.
- Commit to giving full attention to the assigned readings. Think critically about the lesson's outlined in these readings, seek to connect these to your observations of how pharmacy is practiced in today's health care system, and reflect on your role bridging these over the course of your career. You will be provided with reading guides or classroom activities that will assist you in this work, but ultimately, meeting the course goals wills be based on level of time and effort you commit to these activities.
- Consider the material you are learning about in this course in other areas of your professional and personal life. The learning associated with this course should not be viewed as being restricted to formal activities facilitated by the course instructors. You should seek to filter many of your daily activities and observations through the lens developed from this course. How can you apply this learning to your internships? To your APPE experiences? How can you apply these principles to personal development in your personal life? As you begin to make these connections, make note of them and seek to share this with your peers and instructors for the benefit of all course participants.

<u>Leadership History:</u>
In previous sessions focused on leadership development, we have discussed the characteristics of functional teams and the importance of self-discovery related to leadership. Considering and communicating who we are and why we do what we do can help individuals better understand their leadership motivations and characteristics and builds trust amongst colleagues.

<u>SLPI Development Plan:</u>
Students will discuss and share thoughts on strengths, values and leadership behaviors. The assignment is designed to get to next question: What do I need to do to further develop? What do you need to do to not to be successful in your roles, but also to be successful at future endeavors? Students List 3 ways that they will seek and engage to further strengthen their abilities. Indicating why or how it will strengthen the skill and how they plan to use what they have learned to accomplish your project/goal.

<u>Leadership and Self-Deception Assignment</u>

Students will read the book "Leadership and Self-Deception" and use this as a platform to identify the key characteristics of self-deception and ways to manage this within leadership roles. Active participation will allow participates to articulate complementary strengths to creating powerful partnerships.

<u>5 Voices Assessment</u>

This series of activities is designed to introduce you to the five unique leadership "voices" that have been described to define the dominant communication style used by individuals. This will include a self-assessment designed to assist you in identifying your primary leadership voice. The pre-session work will also include completion of a series of questions based on awareness of your leadership voice.

<u>Leadership Vision</u>
This post-assignment is designed to create a leadership vision that can be used in personal and professional settings. The point of the exercise is to become clear about a vision that is currently of importance. This includes a process in order to clarify the vision in simple terms, being clear about what the future will become.

<u>Leadership Development Self-Assessment</u>

The Leadership Development Self-Assessment assignment is broken into three (3) parts: 1) intention, 2) analyzing your personal development, and 3) reflection.   Each of these parts will be completed at different times, however they are due to the faculty at the same time. The goal of this activity is to synthesize the materials of the Foundations of Leadership course into the student's own development. We discussed topics such as practices of leadership, partnerships, conflict and crucial conversations, dialogue, decision making, change management, creating a vision and other methods. Students will focus and articulate on those elements that have been most useful, including ways to incorporate in the future.

<u>Leadership Storytelling</u>
During this assignment, you will develop a personal story focused on leadership using the "Challenge/Choice/Outcome" framework. This will build on storytelling experiences occurring earlier this the semester.   This work will continue beyond a personal story to develop greater influence by moving beyond "the story of self" to also integrate the "story of us" and the "story of now." This three-component framework is referred to a Public Narrative. Students will develop and present a full sequence of stories to complete the public narrative arc.

#	Date	Title Brief description	Points	% of final grade
		Class Attendance	30	30%
		Mini-Retreat/Leadership Speakers Series	10	10%
1		Leadership History (*electronic copies due in Canvas by 9/8*)	10	10%
2		SLPI Development Plan	5	5%
3		5 Voices	5	5%
4		Leadership and Self Deception Team Project Assignment in Canvas Team Presentations in Class	10	10%
5		Leadership Vision	5	5%
6		Leadership Development Self-Assessment	15	15%
7		Leadership Story	10	10%
Total			100	100%

No Late Assignment Submission

Assignments and activities must be submitted by the due date listed in this course. **Late assignment or activity submissions will not be accepted** and will result in a grade of zero for that particular assignment. If you have an emergency situation, please contact the course coordinator as soon as possible.

Grading Information

Your final grade in the course will be determined by your grades earned on the course assignments and activities, including class participation. You can find complete details for all assignments and rubrics in the Course Syllabus section of the course syllabus.

Grades will be earned based on assignment rubrics. To meet the criteria for "good", work must also meet the criteria for "average". To meet the criteria for "strong", work must also meet the criteria for "good" and "average". Work will be assessed holistically, considering the characteristics and level of the entire submission. The rubrics will not be used as a checklist (e.g. "There is an analytical comment so this gets an exemplary rating"). The characteristics described must be descriptive of the level of the work as a whole.

Strong ratings are not easy to achieve and require work at a distinctly different level than the other ratings. The criteria are meant to challenge students in developing skills in analysis, synthesis and evaluation in ways that they can make a difference in health care.

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
%	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60	59-0