

Meeting Time and Place

1 Credit

Course Web Site: https://course_website2.umn.edu/

Term: Spring 2019

Grading: A-F

Dates/Times/Location:

Meeting time varies (every 2-3 weeks)

Duluth, Thursdays 3:35-5:30 p.m., Life Science 160

Target audience: College of Pharmacy, PD2 students completed Phar 6937

Course Instructional Team

Course Director and Instructor (Duluth Campus):

Instructor: Kerry K. Fierke, Ed.D.

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Address: 215 Life Sciences

Preferred method of contact: Email (responses are generally within 24 hours) and Text (if question is brief and urgent)

Course Director and Instructor (Twin Cities Campus)

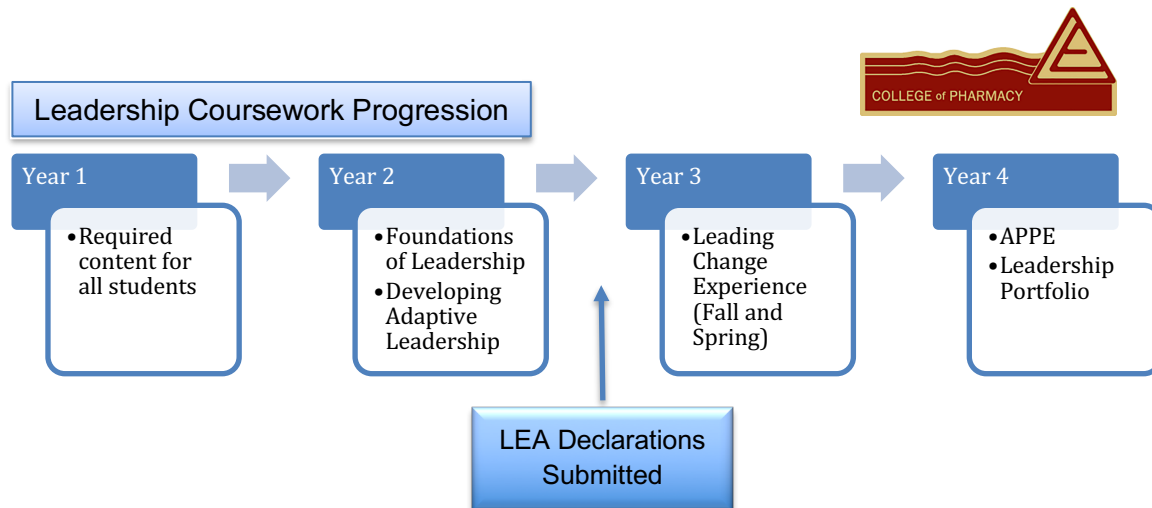
Instructor: Todd D. Sorensen, Pharm.D.

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Phone: 612/625-8645 (office)

Address: 7-159B WDH

Preferred method of contact: Email (responses are generally within 24 hours)



Overview of the course

Course content:

Developing Adaptive Leadership (Phar 6938) is designed for PD2 students who have successfully completed Phar 6937 - Foundations of Leadership. The course goal is to identify opportunities for adaptive leadership -- students will evaluate and begin the preliminary steps toward a process that they will lead. This course is designed in a way that will allow students exploration and opportunity to find their passions. There will be some instructor-lead classes, however the majority of the course is designed for students to work independently. Successful completion of the course will allow students to continue with the Leadership Emphasis Area Declaration (LEA).

Course format:

Weekly course sessions: Class meets every three weeks for two hours (see the course schedule for dates and topics). 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 modules addressed in the course.

PLS/MPSA/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 of leadership from leaders in pharmacy;
2. Formulate and communicate reactions to the presenter’s experiences;
3. Outline the implications for what you’ve learned in relation to your own leadership work.

We will debrief on the LSS discussions in class.

Leadership Emphasis Area (LEA) Events: Students interested in pursuing the Leadership Emphasis Area are encouraged to participate in available events with the senior LEA students, such as presentations of senior students’ Leading Change Experience work. Opportunities will be discussed in class.

Prerequisites

Successful completion of the leadership content in the University of Minnesota College of Pharmacy:

- Core Curriculum Leadership Content from PD1 Year
- Phar 6937 - Foundations of Leadership

Computer/Technology Requirements

The University of Minnesota computer requirements are listed here:

- http://www1.umn.edu/course_website/start/technical.html

Course Goals & Objectives

The course goal is to identify opportunities for adaptive leadership -- students will evaluate and begin the preliminary steps toward a process that they will lead. This course is designed in a way that will allow

students exploration and opportunity to find their passions.

INTEGRATION OF LEARNING OBJECTIVES AND ASSESSMENTS (per CRSC)

- Successful completion of Phar 6937 - Foundations of Leadership

COURSE GOALS

Identify the three most important concepts you want students to remember one year after your course.

- Discover an area of passion that can becoming a leadership change experience in the future.
- Identify opportunities for adaptive leadership and prepare the student to engage one of these opportunities.
- Integrate the methods and perspective of adaptive leadership into everyday work.

LEARNING OBJECTIVES

- Analyze the differences between adaptive and technical leadership (as defined by Heifetz)
- Reflect upon adaptive leadership opportunities to determine an area of passion
- Identify areas for change where adaptive leadership is necessary
- Create a personalized plan to implement effective change through the application of Adaptive Leadership and the Five Practices of Leadership
- Initiate discussions with partners who may share a passion and vision for the identified adaptive leadership opportunity

COMPETENCY DOMAINS

- Identify the Competency Domain and sub-domains that apply to each of your Course Goals and Learning Objectives (see below).

Please identify the [Competency Domains and Sections](#) met by this course.

Domains:	Section covered*: (6.4.2 for example)
<p><u>Domain 1: Patient-Centered Care</u> <i>As a provider of care, the pharmacist is ethical, benevolent, empathetic, competent, open-minded, prudent in making judgments, and devoted to serving others. The pharmacist applies knowledge, experience, and skills to protect the welfare of humanity. The pharmacist willingly and respectfully cares for patients to assure optimal therapeutic outcomes</i></p>	
<p><u>Domain 2: Population Health & Vulnerable Communities</u> <i>As a promoter of public health, the pharmacist uses his/her expertise to partner with others to improve care for vulnerable communities or at risk populations. The pharmacist recognizes the differences between populations of individuals and seeks to alleviate disparities that exist.</i></p>	
<p><u>Domain 3: Health Systems Management</u> <i>As a manager of health system resources, the pharmacist examines critical issues, assumptions, and limitations to produce and validate ways to deliver medications safely, effectively, and in a timely manner. The pharmacist demonstrates imagination, inventiveness, and courage by undertaking new endeavors to</i></p>	<p>3.4 3.7</p>

<i>produce improved quality, productivity, efficiency, effectiveness, and innovation.</i>	
<u>Domain 4: Leadership & Engagement</u> <i>In leading, the pharmacist demonstrates integrity and is habitually resolute, focused on excellence, knowledgeable about the “big picture,” strategic, focused, persuasive, open to feedback, decisive, visionary, empowering, and service-oriented.</i>	4.1 4.2 4.3 4.4
<u>Domain 5: Professional & Interprofessional Development</u> <i>When collaborating, the pharmacist demonstrates critical thinking, excellent communication and leadership, and is goal-oriented, cooperative, assertive, respectful, enthusiastic, and reliable. The pharmacist consistently and consciously demonstrates high ethical and moral standards by considering how and when to act, acting in a manner that is clearly consistent with those standards and exercising accountability for those actions.</i>	5.0 5.1 5.2 5.4 5.6 5.7 5.8
<u>Domain 6: Knowledge, Scientific Inquiry, and Scholarly Thinking</u> <i>In making use of scientific knowledge, the pharmacist explains with thoroughly researched, evidence based accounts of facts and data, and provides interpretations based on analysis of the importance, meaning, and significance. The pharmacist applies knowledge fluently, flexibly, and efficiently in diverse contexts.</i>	6.0

* refer to College of Pharmacy Competency Domains for Section descriptions

Attendance Policy

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. Instructors may choose to take attendance. Any absence needs to be discussed with the course director. Make up work may be required.

Course Materials

Required:

- Heifetz, R., Grashow, A., Linsky, A. (2009). *The Practice of Adaptive Leadership*. Boston: Harvard Business Press.

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, but not 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 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 will 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 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.

Graded Assessments

The following graded assessments will count toward your final grade for this course in the following amounts:

#	Date	Title Brief description	Points	% of final grade
		Attendance and Forum Posts 20 points class attendance and Leadership Speaker Series (LSS) <i>if scheduled during the semester</i> 20 points forum	40	40%
1	2/8/19 11:59 p.m.	End of Module Assignment: 1 Project Purpose Statement	10	10%
2	3/1/19 11:59 p.m.	End of Module Assignment: 2 "A vision for the change you wish to see" (continuation of Module 1 assignment)	10	10%
3	3/15/19 11:59 p.m.	End of Module Assignment: 3 "Getting on the Balcony" (continuation of Module 2 assignment)	10	10%
4	4/5/19 11:59 p.m.	End of Module Assignment: 4 "Mobilize the System" (continuation of Module 3 assignment)	10	10%
5	4/26/19 11:59 p.m.	End of Module Assignment: 5 "Changing Culture, Finalizing the Plan" (revisions, add discussion on "culture" (continuation of Module 4 assignment)	10	20%
6	5/3/19 11:59 p.m.	Submit LEA Declaration	0	0%
Total			100	100%

Assignment Descriptions

A series of end-of-module assignments will engage learners in reflections and stimulate ideas and strategies related to a focused leading change initiative. While submissions will occur after each module, collectively they will become one comprehensive document submitted at the end of the course.

Module 1 - Purpose Statement

Objective: Reflect on an opportunity for leadership that you have identified and are passionate about.

Submission requirement: narrative, ~1 page in length

Module 2 - Vision

Objective: Establish a compelling vision of the future for your adaptive challenge.

Submission Requirement: 2 sections as described below (1-1.5 pages)

- Section 1 – Develop a compelling vision for the future of the change initiative in collaboration with the guiding coalition. If you were successful in leading change in this area, what would the “new reality” look like?
- Section 2 - Describe how this vision will be communicated initially to potential members of a “guiding coalition” and then more broadly to other stakeholder.

Module 3 - Getting on the Balcony

Objective: Fully evaluate the adaptive challenge and consider who the most important allies in leading this change. Submission Requirement: 3 sections as described below (~2 pages)

- Section 1: Apply the concepts and questions outlined in Chapters 4 and 5 of *The Practice of Adaptive Leadership* to adaptive challenge you are focused on.
- Section 2: Complete a self-assessment of your talents and capacity for leadership that you can bring to this initiative. Start by reviewing the results from your Student Leadership Practices Inventory report.
- Section 3: Building on your assessment in Section 2, outline who will join you as the leadership coalition for this effort, why they are essential members of this team, and the contributions you expect each of them to bring to the effort.

Module 4 - Mobilize the System

Objective: Outline key strategies that will initiate the change effort, build momentum and sustain momentum to achievement of the vision.

Submission Requirement: 3 sections as described below (~2 pages). Across the sections below, consider material presented in Chapters 8-10 in *The Practice of Adaptive Leadership*. Highlight how the concepts from your reading influence the plans you outline.

- Section 1: Building Urgency – In Module 1, you were asked why the change you envision is an urgent issue for you. Here, outline a plan for building a sense of urgency with your guiding coalition AND a broad base of stakeholders.
- Section 2: Establish a set of critical strategies that will guide the change effort.
- Section 3: Identify a “short term win”- describe an important “win” that you can seek to achieve early in your change effort.

Module 5 - Change Culture/Finalizing Plan

Objective: 1) Consider the role of “culture” in achieving your vision and, 2) finalize your plan for change.

Submission Requirement:

- Action 1: Review the previous four module writing assignments and make revisions and updates based on any relevant changes to vision and focus for leading change.
- Action 2: Share your reflections on how the material presented in Chapters 19-22 in *The Practice of Adaptive Leadership* will guide your efforts to maintain momentum during times when the leading change effort begins to wane. Additionally, describe how the “culture” of the environment will be different if you achieve the vision for change. Compare and contrast current realities of the culture with what you expect it will look like in the future.
- Submit all five module writing assignments as a single, complete document.

No Late Assignment Submission

Assignments and activities must be submitted by the due date listed in this course. **Late assignment or activity submissions will be deducted for lateness. They are still due for final approval.** 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 website course.

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 work. The following rubrics will not be used as a checklist (e.g. “There is an analytical comment so it 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

Minimum Passing Level

Per University and College Policy, students who receive a grade below D in this course must successfully repeat the course before advancing to courses which require this course as a prerequisite.

Detailed Course Outline & Schedule*

Total student effort for this course includes:

6 hours on module content (2 hours in class, 4 hours reading materials, completing online forums, etc.)

A new module will be introduced every three weeks, for a total of 5 modules.

6 hours X 5 modules = 30 hours

Additionally, 10-15 hours will be spent on course project development, for a total of 40-45 hours of student effort.

Module 1: Model the Way & Why

Why does adaptive leadership matter? / Why is it important to me?

Objectives for this module:

- Define and communicate your rationale for choosing to be an agent of change.
- Define “adaptive leadership” and recognize situations in which this form of leadership should be applied.
- Connect the concept of “Model the Way” to establishing influence within a group.

Activities / Materials	Assignment
Week 1: Dates 1/22-1/25/19 • In-Class Session on 1/24/19	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership - Part One (textbook, pgs 5-46) • Revisit Foundations Development Assignment from Phar 6937 • View Simon Sinek Video (20 minutes, on Course website) 	<p>Forum Post: Who am I? Why am I here? (Consider applying your storytelling skills developed last term!)</p> <p>Responders – Inquiries, comments or other responses to the initial post can then be added to that thread. All class participants should submit an initial item plus respond to two threads started by their peers. Please return to this forum to read submissions over the course of the week. This first forum is intended to introduce all participants to each other and begin to build a community of discourse over the semester.</p> <p>Optional: Investigate materials on Purpose at the Center for Spirituality and Healing: http://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/purpose/life-purpose/what-life-purpose</p>
Week 2: Dates 1/28-2/1/19	
<ul style="list-style-type: none"> • Read: When People Are at their Best as Leaders (on Course website) • Locate, review and reflect on previous SLPI results. 	<p>Forum Post: An issue I care about and why. How is it adaptive?</p> <p>Responders – please note any reactions or suggestions you may have or supportive comments you can provide to the OP related to their reflection.</p> <p>Assignment: Complete Intention Process</p>

Week 3: Dates 2/4-2/8/19 • NO CLASS ON 2/7/19 – ATTEND CPF	
Participate in class session and discussion as a class with faculty * Attend Career and Professional Foundations in lieu of class	End of Module Assignment Due on Course website: 2/8/19 before 11:59 p.m. Project Purpose Statement

Module 2: Inspire a Shared Vision / What is my readiness to lead this change?

Objectives for this module:

- Assess how well you are suited to take action on your adaptive challenge.
- Begin to establish and communicate a compelling vision for the change you wish to create.

Activities / Materials	Assignment
Week 4: Dates 2/11-2/15/19 • In-Class Session with 6940 on 2/14/19*	
<ul style="list-style-type: none"> • Leading Change Experience round table sessions - Leadership Network Partner Event 	In Lieu of assignment this week, attend Phar 6940 Leading Change Experience II Note Location: Griggs, 3:35-5:30 p.m. to learn about potential projects and areas of interest to partner. Leadership Network Partners will be present. Professional Attire.
Week 5: Dates 2/18-2/22/19	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership – Chapters 13-17 	Forum Post: Tuning/Triggers “Describe a time when your “tuning” or a “trigger” (Chapter 15) affected your response or reaction to an event. Was the effect positive or negative? What are some of your triggers that might affect you when leading the change you described in the Module 1 assignment? Responders – please note any reactions or suggestions you may have or supportive comments you can provide to the OP related to their reflection.
Week 6: Dates 2/25-3/1/19 • In-Class Session with 6940 on 2/28/19	
In class activity #1: Applying Chapters 13-17 to my leadership work. In class activity #2: Elevator Pitch version of “Vision” Participate in class session and discussion as a class with faculty and Phar 6940 Students	End of Module Assignment Due on Course website: 3/1/19 before 11:59 p.m. Note Location: KAML 410, 3:35-5:30 p.m. “A vision for the change you wish to see” (continuation of Module 1 assignment)

Module 3: Challenge the Process / Diagnose the System

Objectives for this module:

- Recognize the link between resilience and leadership and begin to develop strategies that will assist in building this trait.
- Consider strategies for “challenging the process” in leadership work.
- Evaluate how a group or organization’s cultural norms can influence once approach to adaptive leadership.

Activities / Materials	Assignment
Week 7: Dates 3/4-3/8/19	
<ul style="list-style-type: none"> • Read: The Student Leadership Challenge - Chapter 7 (Experiment and Take Risks) • Review TED Talk on “Grit” 	<p>Forum Post: What is a personal obstacle you might anticipate will prevent you from maintaining momentum in your leadership work? What is one strategy you will use to maintain resilience and grit (passion + perseverance) through your leadership work?</p> <p>Respondents should ask clarifying questions about original poster’s (OP) perceived personal obstacle or offer suggestions that may help ensure that the OP will be able to build “grit” in their leadership work.</p>
Week 8: Dates 3/4-3/29/19 • Small Group Session with Faculty	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership – Chapters 4-5 (Diagnose the System) 	<p>Meet with faculty advisor, schedule group meeting Make commitments to what will be done before the next class session.</p> <p>End of Module Assignment Due on Course website: 3/15/19 before 11:59 p.m. “Getting on the Balcony” (continuation of Module 2 assignment)</p>
Spring Break 3/18-3/22/19	
No class assignments or meetings – Spring Break	

Module 4: Enable Others to Act / How

Objectives for this module:

- Deliver an “interpretation” of an adaptive challenge and receive feedback.
- Assess strengths and weaknesses in designing interventions for an adaptive challenge.
- Outline key strategies that will initiate the change effort, build momentum and sustain momentum to achievement of the vision.

Activities / Materials	Assignment
Week 9: Dates 3/25-3/29/19	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership – Chapters 8-10 	<p>Connect with someone in your guiding coalition, or another stakeholder familiar with your initiative (can be via phone, email, or in person). Using Chapter 8 and specifically p. 122 as a guide, “audition” your interpretation of the adaptive challenge you are focused on.</p> <p>Forum Post: Provide a brief report on this meeting: who you spoke with, how he/she is involved, and the advice, information or counsel you received about</p>

	<p>your interpretation of the challenge.</p> <p>Responders – please note any reactions or suggestions you may have or supportive comments you can provide to the OP related to their reflection.</p>
Week 10: Dates 4/1-4/5/19 • In-Class Session on 4/4/19	
<p>In Class: Review commitments from faculty 1:1</p> <p>“Populating a New Planet” activity. “Act Politically activity.”</p>	<p>End of Module Assignment Due on Course website: 4/5/19 before 11:59 p.m.</p> <p>“Mobilize the System” (continuation of Module 3 assignment)</p>

Module 5: Encourage the Heart / When

Objectives for this module:

- Engage in a series of final reflections that will assist in choosing to be bold and move outside of one’s comfort zone.
- Complete transition from the “planning and analysis” to the “action” phase of one’s leading adaptive change initiative.
- Be prepared to successfully complete leadership development work associated with the Leadership Emphasis.

Activities / Materials	Assignment
Week 11: Dates 4/8-4/12/19	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership –Chapter 22 	<p>Forum Post: Choose one of the “On the Balcony” reflection activities from this chapter. Start off your post with the Section and page number where the reflection activity is found in the book. Summarize your reflection or action in your forum post.</p> <p>Responders – please note any reactions or suggestions you may have or supportive comments you can provide to the OP related to their reflection.</p>
Week 12: Dates 4/15-4/19/19	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership - Chapters 19 & 20 	<p>Forum Post: Chapters 19 and 20 focus on revisiting your purpose and taking action outside of one’s comfort zone. Both of these activities are important as you get ready to move from this course into action on your leadership initiative. After reading these chapters, select on concept from either chapter that you feel is most important to you personally as you move from planning and analysis phase, into your action phase. State why this concept is most important to you and outline what you plan to do in response to your reflection on the concept.</p> <p>Responders - please note any reactions or suggestions you may have or supportive comments you can provide to the OP related to their reflection.</p>
Week 13: Dates 4/22-4/26/19 • In-Class Session on 4/25/19	
In Class: Encourage the Heart,	End of Module Assignment

Leadership Emphasis Area (LEA) Kick Off	Due on Course website: 4/26/19 before 11:59 p.m. “Changing Culture, Finalizing the Plan” (revisions, add discussion on “culture” (continuation of Module 4 assignment includes all versions and updates of modules)
Week 14: Dates 4/29-5/3/19	
	Celebrate! Attend Pharmacy Day Submit LEA Declaration Due on Course website: 5/3/19 before 11:59 p.m.

* Subject to change at course instructor’s discretion.

University of Minnesota and College of Pharmacy Policy Reference

The University of Minnesota has several campuses, which may follow varying policies and procedures. Students will generally follow the policies and contact information for their respective campuses. Visiting students (not officially admitted to any UMN school or program) in fully online courses will follow the policies and contact information for the Twin Cities campus, unless otherwise specified. Any questions can be directed to the course coordinator for your course.

University Faculty Senate has determined that instructors must have as part of the syllabus copies of, references to, or statements on the following and are encouraged to discuss elements of the policies particularly applicable to their course.

Appropriate Student Use of Class Notes and Course Materials

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Equity, Diversity, Equal Employment Opportunity, and Affirmative Action

http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.pdf

Grading:

College of Pharmacy:

http://www.pharmacy.umn.edu/prod/groups/cop/@pub/@cop/@main/documents/article/cop_article_119861.pdf

University of Minnesota:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Honor Code (College of Pharmacy):

http://www.pharmacy.umn.edu/prod/groups/cop/@pub/@cop/@migrate/documents/asset/cop_57475.pdf

Student Conduct Code (University of Minnesota):

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Makeup Work for Legitimate Absences:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Teaching and Learning: Instructor and Unit Responsibilities:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>

Teaching and Learning: Student Responsibilities:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Use of Personal Electronic Devices in the Classroom:

<http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>

Board of Regents Sexual Harassment Policy:

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>