Phar 6257 – Leadership Bestsellers for Pharmacy
- 2 credits -
For Participants Enrolling in Spring 2016

Leadership and learning are indispensable to each other.
-John F. Kennedy (1917-1963)

You are responsible for the content of this syllabus, please read thoroughly.
This syllabus is subject to change. In the case of substantive changes, all participants will be notified.

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<th>Course Faculty</th>
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Prerequisites
No prerequisites are required for this course.

Disability Accommodations
Any student with a documented disability who needs to arrange reasonable accommodations must contact the Course Director and Disability Service at (612) 626-1333 (Twin Cities) or (218) 726-8217 (Duluth) at the beginning of the semester. All discussion will remain confidential. Disability services will work with the student to suggest reasonable accommodations.

Course Website

Course Design
This is a self-directed course. As such, it is designed to meet the needs of a diverse audience. We have participants from each year of the curriculum, as well as students from other health professions. Each student will create their own Study Plan (explained below) and progress through the course at a pace that is appropriate for them. This highly individualized structure allows students to get the most from
their work, given their interests, previous experiences, previous studies, anticipated practice setting and desired career roles.

Once students begin the course, they have **up to one year** to complete it. (As an example, students enrolling in the spring can work through the spring and summer and must complete the course by the end of the next fall.) New students join the course every term. At any one time, there are approximately fifty students enrolled.

Along with its benefits, this highly individualized, continuous enrollment structure creates several challenges. Please see the “Introductory Presentation About This Course” on the course Moodle site to learn more about the challenges you will likely experience and advice we have for addressing them.

**Guiding Principles**

There are several fundamental beliefs about leadership that have influenced our development of this course and the other leadership courses offered at the college of pharmacy. Please see the “A Bit More Background on Leadership” for more information.

**Book Selection**

Selecting your books should be done with care. The books you select will greatly influence your learning. To support you in book selection, advice and recommendations are available on your course Moodle site. In particular, previous students have been polled for their comments on the usefulness of particular books.

You should select books that you believe will be directly applicable to your current work in school, internships, student organizations, experiential rotations, volunteer work, professional involvement, etc. You have many opportunities to exercise leadership right now, as a student. Selecting books that are immediately applicable is helpful.

**LEA Students**

For students in the Leadership Emphasis Area (LEA), the Leadership Best Sellers course is designed to supplement instruction from Foundations in Leadership. Through this course, concepts introduced in the Foundations can be solidified through more in depth study of our original authors, study of related concepts/authors and additional work designed to apply the concepts to pharmacy.

Leadership Emphasis Area (LEA) enrollees are asked to work with their LEA Advisor in book selection. Your advisor may have suggestions for books given your specific project. They may also have suggestions for sequencing the books, studying the books or demonstrating your learning.

**Study Plan**

Each student will work with the course director to select **four books**. This is a self-directed course. However, based on previous experience and advice from students, we have found that it’s helpful to have some deadlines to facilitate pacing through the course. To that end, **each student will develop an individualized study plan that will be approved by the course director**. This study plan will include which books to complete in which order and in what timeframe. Unless there are extenuating circumstances, the course would be completed in one year or less.

For Spring 2016 enrollees, the study plan is due by midnight on February 1, 2016.
Course Completion
It is recognized that the material presented needs to be digested and integrated with real life
experience, in order to be optimally useful. In cases where the course will extend past the term of
enrollment, an X grade (TC) or K grade (D) (meaning, “in progress”) will be given for the term of
enrollment, if satisfactory progress is being made. At a minimum, students should complete one book
per term. As you are developing your study plan, please consider the following deadlines. Students
may move faster, if they so choose.

Minimum Requirements:
Spring – At least one book due: May 6, 2016
Summer – At least one book due: August 22, 2016
Fall- All materials due: December 16, 2016

The appropriate letter grade would be submitted after satisfactory completion of all work on the
selected four books.

Studying
Commit to giving full attention to the assigned readings. Think critically about the lessons outlined in
these readings, seeking to connect these to your observations of pharmacy practice in today’s health
care system. Reflect on your role in applying these concepts immediately and over the course of your
career. Ultimately, meeting the course goals will be based on the time and effort you commit to these
activities.

You should plan to spend approximately 15 hours on each book. This will include reading and taking
notes, as well as completing an assignment to demonstrate your learning/application to pharmacy.
More directions for “Completing a Book” are available on the course Moodle site.

Established Books with Online Modules
Several books have been used in this course for many years. In these cases, instructors have developed
materials to aid in study. These may include study guides, audio narrated powerpoint slides and self-
tests of the major concepts. In each module, students will demonstrate learning as described under
“Completing a Book”. In Good to Great, assignments are provided as an alternative to the
demonstrating learning options. Enrollees are not required to complete any of the following. These
books/online modules are options to consider along with other Self Directed Readings (see below).
Available modules include:

The Heart of Change
The Heart of Change utilizes John Kotter’s framework for an effective corporate change initiative and
addresses corporate culture, group dynamics and the challenges of change. This model is useful for anyone
that anticipates leading from either a positional or non-positional role.

At the completion of this module, participants will be able to:

• articulate the eight step process for successful change and apply it in a
  pharmacy context
• discuss the characteristics of adaptive versus technical problems
• describe the major reasons why people/organizations fail in change
  processes
• summarize an eight step process for leading change
• explain the importance of see-feel-change.


If this module is selected, 25% of your final grade comes from completion of the requirements posted under “Completing a Book” on the Moodle site.

**Leadership on the Line**
Leadership is not all glory. Heifetz talks frankly about the difficult parts. This module will be most valuable if you can identify at least one leadership failure that you’ve had. Those that have not experienced a significant failure may not relate to the concepts discussed.


In particular, this book helps to:

1. Describe methods to “Get on the Balcony” and “Think Politically” when involved in change
2. Detail four techniques for orchestrating conflict during change
3. Use skills in issue ripening and focusing to hold steady during change

If this module is selected, 25% of your final grade comes from completion of the requirements posted under “Completing a Book” on the Moodle site.

**Good to Great**
*Good to Great* defines the difference between those organizations that are "doing well" and those organizations that are "blowing away the competition". It also describes how organizations make the transformation from good performance to great performance. Utilizing this book, you will take a deeper look at the characteristics of great organization’s and characterize their leadership, their workforce, culture, and how they breakthrough to greatness. In addition to reading Good to Great, participants will be exposed to concepts from *Built to Last, Good to Great for the Social Sector* and *How the Mighty Fall*.

At the completion of this module, participants will be able to:

1. Identify key characteristics of positional and non-positional Level Five Leaders
2. Describe a process for creating transformational change in pharmacy organizations.
3. Outline the key determinants of “greatness” in pharmacy organizations.
4. Apply the key determinants of organizational greatness on your pharmacy team.


If this module is selected, 25% of your final grade comes from completion of the requirements posted under “Completing a Book” on the Moodle site. Or, as an alternative, the following assignments could be completed.

**Assignment #1**: Participants complete an assignment that prompts thinking about how to recruit and retain the right people within a pharmacy organization.
Assignment #2: Participants select a pharmacy organization and work through the process of articulating its Hedgehog Concept.

Assignment #3: Considering the previously developed Hedgehog Concept, participants analyze how the organization might stop doing functions in order to better direct energy.

Self-Directed Readings

All participants are encouraged to complete at least one self-directed reading. Many students complete all their books from the self-directed readings list. Possible books include the following. Others can be considered as well. If you have a leadership related book that you think will apply to your work, you may discuss the possibility of studying this book with the Course Director. Similar to the established modules, self-directed readings should involve approximately 15 hours of work per book. Shorter books may be paired with another and counted as one. See the Moodle site for more information on these books and book selection.


Grading Policy
The first two books are each worth 20% of the grade. Completion of each of remaining two books comprises 25% of the final course grade. Students also complete a closing reflection that draws together their progress over the course of the year for 10% of the grade. All work should be submitted to the Moodle site. The instructional team endeavors to grade work approximately monthly. As the completion of the course, letter grades will be assigned as follows:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>≥ 93%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70%</td>
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One bonus point is provided for participating in the four book polls, which helps future students in book selection. More information on these options is available on the course Moodle site.

Financial Support Acknowledgement
The development of support materials for Good to Great, Leadership on the Line, and Leadership and Self Deception was partially funded by the Century Mortar Club.

Course Questions and Communication
For administrative questions regarding the course, please consult: (1) Syllabus (2) Website (3) Course Director. Per the University E-mail Policy, “Students are responsible for all information sent to them via their University assigned email account.” Please watch for emails from the Course Director. When communicating with email or phone, please maintain the same respect that you would in face-to-face communication.

Extensions
Extensions will be granted only to those students who are making reasonable progress in the course at the time of the request.

Acceptable Circumstances (as defined by University policy)
1. Verified illness
2. University sponsored events
3. Subpoenas
4. Jury duty
5. Military service
6. Bereavement
7. Religious observances

If a student misses a course deadline and does not meet one or more of the above criteria, the student will not be granted an extension, and the course work will be penalized. Poor planning is not an acceptable circumstance for an extension. If documentation cannot be provided, Course Director uses discretion, and a penalty may be assessed.
If a student misses a course deadline and is able to provide documentation for one or more of the above criteria, they will be granted an extension without a penalty. The Course Director may use discretion for extenuating or situations that do not fit the criteria above. Unless there are extenuating circumstances, the extension is generally not more than one week after the original due date.

Incompletes
It is our desire that everyone succeeds in this course. If you have a personal concern hindering your progress, or if you experience difficulties, it is critical that you initiate contact as soon as possible. We will work together to try to find a solution. Difficulties arise when contact is not initiated in a timely manner.

Incompletes will be granted only to those students who are making reasonable progress in the course at the time of the request, and who meet the University approved criteria for an Incomplete.

Acceptable Circumstances (as defined by University policy)
1. Verified illness
2. Subpoenas
3. Jury duty
4. Military service

Poor planning does not constitute an acceptable circumstance for an incomplete. If documentation cannot be provided, the Course Director uses discretion, and a penalty will be assessed. An incomplete requires a written agreement/contract between instructor and student.

Unless health or other issues prohibit, incompletes are preferably set to be fulfilled during the next semester. By University policy, incompletes cannot extend beyond one year. At one year, the Registrar’s Office automatically turns an “I” into an F. If the contract is not completed as specified, the “I” will be changed to an F.

Withdrawal
If a student wishes to withdraw from the course, they must do so during the semester of registration, following the university’s deadlines and the college’s requirements.

FERPA (Family Educational Rights and Privacy Act) Statement
In this class, our use of technology will sometimes make students’ names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this should not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact your Course Director.

Student Academic Integrity and Scholastic Dishonesty (Honor Code)
Each student is bound by the following specific provisions as part of the Honor Code: Academic misconduct is any unauthorized act which may give a student an unfair advantage over other students, including but not limited to: falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance. Specifically, each student will be required to do their own work on all assignments and/or exercises. Students may be allowed to work with other partners if specifically indicated for that exercise. Instructors or a fellow student may report academic misconduct to the Course Instructors and the Honor Council for investigation.
What We Expect of You

**Application:** In addition to an approved Study Plan (see above) and diligent studying (see above), we expect that you will work to apply this material. We urge you to consider the material you are learning about 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. 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? To your work within student organizations? How can you apply these principles to personal development in your personal life?

**Sharing:** As you begin to make these connections, make note of them and intentionally seek to share them with your peers. Sharing these experiences has two benefits: 1) enhanced learning and retention due to personal reflection and application of the content to professional situations you’ve experienced, 2) helping others in applying the content in pharmacy contexts.

**Make Recommendations:** If you find a book that you think is particularly helpful, give it to a colleague or recommend that they read it. We also encourage you to share your reviews of books with the course director to aid book selection for future students.

**Find Partners and Groups:** Consider reading a book with a friend, spouse or group of colleagues. When you agree to read with someone else, you’re more apt to stick to the deadlines set. Through discussion you will likely also receiving unique insights and interpretations of the content and its applicability.

**Course Feedback from Students:** We expect our students to give honest, open and professional feedback. Many of the changes you are experiencing (e.g. more self-directed assignments, new books) are the direct result of input from past students. Please watch for and complete book polls and evaluations.

What You Can Expect From Us

We consider it a great privilege to serve as your guides as you seek a broader perspective of pharmacy and develop knowledge, skills and values necessary to help lead our profession towards meeting the medication use needs of patients, the health care system and society. We take these responsibilities seriously. We care about our profession, your development as a practitioner and those you will serve.

We do not see ourselves as “instructors” in the traditional sense of the term, but rather guides that will help you discover what role you can and will play in leading the advancement of our profession. To that end, you can expect us to create a learning environment that will facilitate this discovery. Within this environment, we will be open about sharing with you our own experiences where they can enhance your learning. We will provide honest and constructive evaluation where course design requires it; however, we would also like you to know that we are committed to providing additional feedback and guidance to individual students upon their request.