



PHAR 6938 – Developing Adaptive Leadership

Course Syllabus – TC Version

We should be calling for leadership that will challenge us to face problems for which there are no simple, painless solutions – problems that require us to learn new ways.

-Ron Heifetz, Leadership Without Easy Answers

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

Meeting Time and Place

1 Credit

Course Web Site: <https://canvas.umn.edu>

Term: Spring 2020

Grading: A-F

Dates/Times/Location: Thursday 3:35 pm - 5:30 pm (selected dates), Room TBD

Target audience: College of Pharmacy, PD2 students that have completed Phar 6937 (see course overview for further details)

Course Instructional Team

Course Director and Instructor (Duluth Campus):

Instructor: Kerry K. Fierke, Ed.D.

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

Course Director and Instructor (Twin Cities Campus)

Instructor: Todd D. Sorensen, Pharm.D.

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Address: 7-159B WDH

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

Course Instructor (Twin Cities Campus)

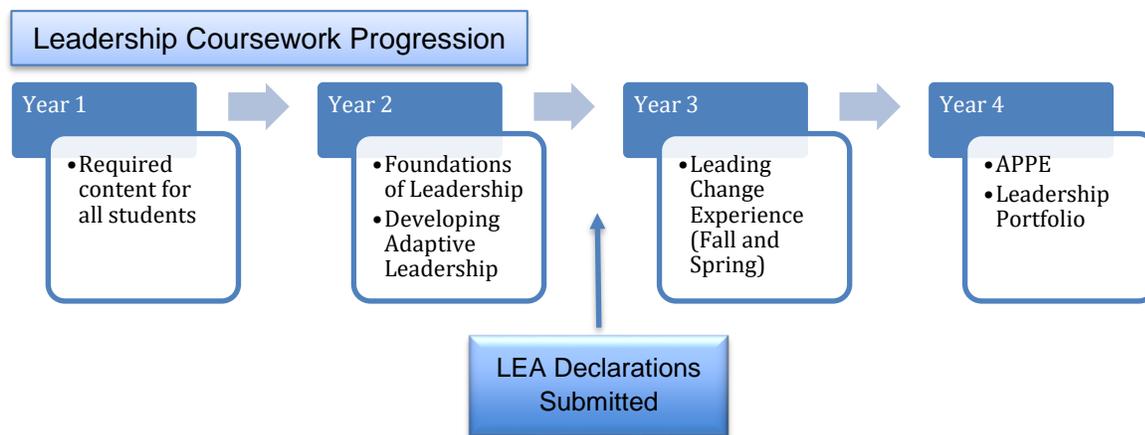
Instructor: Kristin Kari Janke, Ph.D.

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Preferred method of contact: Email (responses are generally within 24-48 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 (LEA).

Course Goals and Learning Objectives: See information listed within each course module.

Course sessions: Readings, online discussion forum participation and assignments are given each week course. 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, preparation, attendance and active participation in the work of the day is expected.

Additional Learning Activities at which attendance is required

Prerequisites

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

- Core Curriculum Leadership Content from PD1 Year (Sessions in Becoming a Pharmacist [Phar 6700] and Professional Development and Assessment I [Phar 6715])
- Phar 6937 - Foundations of Leadership

This course specifically draws on and extends work with the Five Practices of Exemplary Leadership, which is introduced in Phar 6715.

Requirements

Course Materials:

Required:

- Heifetz, R., Grashow, A., Linsky, A. (2009). *The Practice of Adaptive Leadership*. Boston: Harvard Business Press. Available online via UMN Libraries. See access link on course webpage..

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.)

Computer/Technology Requirements:

Check the course Moodle site regularly for current course information: <http://canvas.umn.edu>

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. Instructors may choose to take attendance. 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 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 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.

Graded Assessments

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

Title Brief description	Due Date	Points	% of final grade
Course Participation <ul style="list-style-type: none"> • 15 points for class attendance • 20 points for small group forums 		35	35%

Module 1 Assignment: Project Purpose Statement	2/7/20	10	10%
Module 2 Assignment: “A vision for the change you wish to see”	2/28/20	10	10%
Module 3 Assignment: “Getting on the Balcony”	3/20/20	10	10%
Module 4 Assignment: “Mobilize the System”	4/3/20	10	10%
Module 5 Assignment: “Changing Culture, Finalizing the Plan”	4/24/20	25	25%
Submit LEA Declaration (if choosing to pursue the LEA)	5/1/20	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. Points will be deducted for **late assignment or activity submissions. 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 and forum posts.

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.

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

Detailed Course Outline & Schedule*

Module 1: 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 identify pharmacy situations from your experience where form of leadership should be applied.
- Examine the concept of “Model the Way” and its role in establishing influence within a group.

Activities / Materials	Assignment
Week 1: Jan 15-17 In-Class Session on 1/16/20 Location: 7-135 WDH	
Course Orientation	Introduction to Adaptive Leadership <i>Optional Reading:</i> 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
Week 2: Jan 21- Jan 24 In-Class Session on 1/23/20 (1:25-3:30 – excused by Dr. Funk from Diabetes course) Location: TBA	
Leading Change Experience Roundtable sessions <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 Moodle) 	Attend Phar 6940 Leading Change Experience II to learn about potential projects and areas of interest to partner. Leadership Network Partners will be present, professional attire. Forum Post: Who am I? Why am I here? (Apply your storytelling skills developed last term!) <i>This first forum is intended to introduce all participants to each other and begin to build a community of discourse over the semester.</i>
Week 3: Jan 27-31 No Class on 1/30/20 – Attend Career and Professional Foundations	
Week 4: Feb 3 – 7	
<ul style="list-style-type: none"> • Read: When People Are at their Best as Leaders (on Moodle) • Locate, review and reflect on previous SLPI results. 	Forum Post: An issue I care about and why. How is it adaptive? Assignment: <i>Project Purpose Statement</i> Due on Canvas: 2/7/20 before 11:59 p.m.

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

Objectives for this module:

- Examine adaptive leadership opportunities to determine an area of passion
- Assess your readiness to take action on an adaptive challenge in pharmacy of interest to you
- Draft a compelling vision for the change you wish to create

Activities / Materials	Assignment
Week 5: Feb 10 – 14 In-Class Session on 2/13/20	

Location: Weisman Art Museum	
“Getting on the Balcony” Field Trip	We will meet at the Weisman Art Museum at 3:30 pm for an “observation and interpretation” workshop
Week 5: Feb 17 – 21	
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?”
Week 6: Feb 24 – Feb 28	
	End of Module Assignment: <i>A vision for the change you wish to see</i> Due on Canvas: 2/28/20 before 11:59 pm

Module 3: Challenge the Process / Diagnose the System

Objectives for this module:

- Describe the link between resilience and leadership and begin to develop strategies that will assist in building this trait.
- Analyze strategies for “challenging the process” in leadership work.
- Evaluate a group or organization’s cultural norms and their influence on one’s approach to adaptive leadership.

Activities / Materials	Assignment
Week 7: Mar 2 – Mar 6 In-Class Session: 3/5/20 Location: 7-135 WDH	
In Class Activities related to Module 2 <ul style="list-style-type: none"> • Read: The Student Leadership Challenge - Chapter 7 (Experiment and Take Risks) • Review TED Talk on “Grit” 	<ul style="list-style-type: none"> • In class activity #1: Applying Chapters 13-17 to my leadership work. • In class activity #2: Elevator Pitch version of “Vision” <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>
March 9 – 13	
<p>No work – Spring Break [Small Group Meetings planned for Week 8 can be scheduled this week if desired]</p>	
Week 8: Mar 16 – 20	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership – Chapters 4-5 (Diagnose the System) 	<p>Meet in small groups with instructor – Group assignments and instructions for scheduling meeting will be communicated by the instructor.</p> <p>Make commitments to what will be done before the next class session.</p> <p>End of Module Assignment: <i>Getting on the Balcony</i></p>

	Due on Canvas: 3/20/20 before 11:59 p.m.
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Module 4: Enable Others to Act

Objectives for this module:

- Deliver your analysis and “interpretation of an adaptive challenge and receive feedback.
- Assess your strengths and weaknesses in designing addressing the identified 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: Mar 23 – Mar 27	
<ul style="list-style-type: none"> • Read: Practice of Adaptive Leadership – Chapters 8-10 	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. In your 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 your interpretation of the challenge.
Week 10: March 30 – Apr 3 In-Class Session: 4/2/20 Location: 7-135 WDH	
No reading assignment In Class: <ul style="list-style-type: none"> • Review commitments from faculty 1:1 • “Populating a New Planet” activity. • “Act Politically” activity 	End of Module Assignment: <i>Mobilize the System</i> Due on Canvas: 4/3/20 before 11:59 p.m.

Module 5: Encourage the Heart

Objectives for this module:

- Support others through written comments as they plan to initiate change
- Articulate your personal purpose in initiating your identified change
- Prepare to successfully complete leadership development work associated with the Leadership Emphasis

Activities / Materials	Assignment
Week 11: Apr 6 – 10	
Read: Practice of Adaptive Leadership –Chapter 22	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.
Week 12: April 13 – 17	
Read: Practice of Adaptive Leadership - Chapters 19 & 20	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.
Weeks 13: April 20 – April 24	
Module 5 Assignment, Full Semester Submission w/ Revisions	End of Module Assignment: <i>Changing Culture, Finalizing the Plan</i> Due on Canvas: 4/24/20 before 11:59 p.m.
Weeks 14: April 27 – May 1 In-Class Session April 30 Location: 7-135 WDH	
Course Conclusion	Encourage the Heart/Adjourning Activity
Weeks 15: May 4 - May 8	
LEA Declaration	Submit LEA Declaration Due on Canvas: 5/8/20 before 11:59 p.m

* Subject to change at course instructor's discretion.