

Phar 6941 – Leadership Bestsellers for Pharmacy

- 2 credits -

For Participants Enrolling in Fall 2019

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.

Course Faculty	
<i>Course Director and Instructor</i>	Kristin Kari Janke, Ph.D. Professor 7-125D WDH Ph: 612.626.4648 Email: janke006@umn.edu
<i>Other Advisors (for LEA Students)</i>	Todd D. Sorensen, Pharm.D. Professor 7-178 WDH Ph: 612.625.8645 (office) Email: soren042@umn.edu Kerry Fierke, Ed.D. Associate Professor 215 Life Sciences Ph: 218-726-6027 kkfierke@d.umn.edu
<i>Feedback and Evaluation</i> (Fall 2019)	Sarah Massey, Pharm.D. Kyle Walburg, Pharm.D.

Prerequisites

No prerequisites are required for this course. However, different books may be recommended as starting readings, depending on each student's experience in studying leadership. Please see the book recommendations on the course website.

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

<https://canvas.umn.edu/courses/78720>

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 Video” on the course website to learn more about the challenges you will likely experience and advice we have for addressing them.**

Book Selection



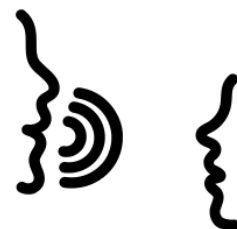
Selecting your books should be done with care. The books you select will greatly influence your learning. To support you in book selection, advice and recommendations are available on your course website. In particular, previous students have been polled for their comments on the usefulness of particular 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 Fall 2019 enrollees, the study plan is due by midnight on Sept 9, 2019.

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

As you are developing your study plan, please consider the following deadlines, which allow us to report progress to the registrar at the required dates. These are the last possible dates for receipt of work. However, students may move faster, if they so choose.

Minimum Requirements Using Last Possible Dates:

Fall – At least one book due: December 6, 2019

Spring – At least one book due: Apr 27, 2020

Summer – All materials due: August 7, 2020*



*Plan to submit another book at least one month prior.
Do not plan to submit two books on one date.

While the last possible date is listed to accommodate all types of schedules, **you are urged to consider dates 7-10 days in advance of these**. The end of the term is busy. Previous students have indicated that completion of LBS requirements earlier in the term has been helpful in reducing end-of-term stress.

Studying



Commit to giving full attention to the assigned readings. We are asking that you study the book, not just read it. **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.

Your notes should move beyond a traditional outline and summary. Your notes should provide evidence that you are thinking critically about the lessons outlined in these readings and seeking to connect these to your observations of pharmacy practice. Be sure to reflect on your role in applying these concepts immediately and over the course of your career. More directions for "Completing a Book" are available on the course website.

Readings

Possible books include the following. To aid review, we've divided them into some major topic areas. *See the course site for more information on these books and book selection.* Other books 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. Readings should involve approximately 15 hours of work per book. Shorter books may be paired with another and counted as one. With the majority of these being official "best sellers", they should be available at your public library, if you don't care to own your own.



The Leader's Role

Kouzes JM and Posner BZ. *The Truth About Leadership: The No-Fads, Heart-of-the-Matter Facts You Need to Know.* San Francisco, CA: Jossey Bass, 2010.

Kouzes JM, Posner BZ. *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader.* 2nd ed. San Francisco, CA: Jossey-Bass; 2014.

Kouzes JM and Posner BZ. *Credibility: How Leaders Gain and Lose It, Why People Demand It.* John Willey & Sons, Inc, 2011.

Kouzes JM and Posner BZ. *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others.* San Francisco, CA: Jossey Bass, 2003.

*Brown B. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* New York, NY: Random House, 2018.

Organizational Change

Kotter JP, Cohen DS. *The Heart of Change: Real-Life Stories of How People Change Their Organization.* Boston, MA: Harvard Business School Press; 2002.

*Heifetz RA, Linsky M. *Leadership on the Line: Staying Alive Through the Dangers of Leading.* Boston, MA: Harvard Business School Press; 2002.

Lencioni P. *The Advantage: Why Organizational Health Trumps Everything Else in Business.* Jossey-Bass; 2012

Organizational Excellence

Collins J. *Good to Great.* New York, NY: HarperCollins Publishers; 2001.

Collins J and Porras JI. *Built to Last: Successful Habits of Visionary Companies.* Boston, MA: Harvard Business School, 2008.

Collins J. *How the Mighty Fall.* New York, NY: Harper Collins, 2009.

Fostering and Building Relationships

Pink DH. *Drive: The Surprising Truth About What Motivates Us.* New York, NY: Riverhead Books, 2009.

(Combining 2 short books) Treasurer B. *Leaders Open Doors* 2nd ed. Alexandria, VA: American Society for Training and Development, 2014. **AND**

Blancard K, Johnson S. *The New One Minute Manager.* New York, NY: William Morrow, 2015.

OR

Carnegie D. *How to Win Friends and Influence People.* New York, NY: Simon & Schuster, 1981.

Buckingham M and Coffman C. *First, Break All the Rules*. New York, NY: Simon & Schuster, 1999.

Covey SMR. *The Speed of Trust: One Thing that Changes Everything*. New York, NY: Free Press, 2006.

Lencioni P. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey-Bass, 2002.

Wagner R, Muller G. *Power of 2: How to Make the Most of Your Partnerships at Life and Work*. New York, NY: Gallup Press, 2009.

Other

Simmons, A. *Whoever Tells the Best Story Wins*. New York, NY: AMACOM, 2007.

Hunter JC. *The Servant: A Simple Story About the True Essence of Leadership*. New York, NY: Crown Business, 2012.

Heath C, Heath D. *Made to Stick: Why Some Ideas Survive and Others Die*. New York, NY: Random House, Inc., 2007.



*These are advanced readings. If selected, they should be scheduled as the 3rd or 4th book unless there is a compelling reason to read them earlier, which would be described in the study plan. Readers should be willing to examine personal leadership “failures” and apply these concepts to retrospective analyses of those situations.

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 course website. Deductions will be made for late work. The instructional team endeavors to grade work approximately monthly. As the completion of the course, letter grades will be assigned as follows:



A ≥ 93%	C+ 77 - 79%
A- 90 - 92%	C 73 - 76%
B+ 87 - 89%	C- 70 - 72%
B 83 - 86%	F < 70%
B- 80 - 82%	

Bonus points are provided for participating in the book polls, which helps future students in book selection. More information on this option is available when the course is completed.

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.



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.

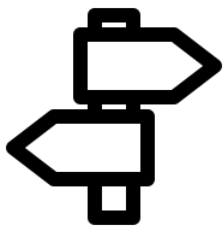
Find Partners and Groups: Consider reading a book with a friend, spouse or group of colleagues. When you agree to read with someone else, you're more apt to stick to the deadlines set. Through discussion you will likely also receive unique insights and interpretations of the content and its applicability.



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.



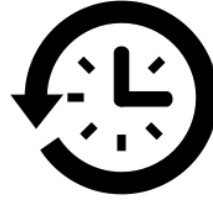
We do not see ourselves as "instructors" in the traditional sense of the term, but rather guides that will help you discover what role you can and will play in leading the advancement of our profession. To that end, you can expect us to create a learning environment that will facilitate this discovery. 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.

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.