



PHAR 6939 – Leading Change Experience I Course Syllabus

For the things we have to learn before we can do them, we learn by doing them.
-Aristotle

Meeting Time and Place

2 credits
Term: Fall
Grading: S-N
Dates/Times/Location: TBD

Course Instructional Team

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Overview of the Course

Learners learn by doing, not by thinking about doing. Additionally, confidence and belief in one's abilities also stems from gaining real-world experience. It is this philosophy that serves as the rationale for this course and for its requirement in the Leadership Emphasis in the College's curriculum. This course is designed to follow Phar 6938, *Developing Adaptive Leadership*, within which students spent the semester learning about the adaptive leadership model, developing a vision and action plan for a leadership initiative, and reflecting on their preparedness to lead change. This course puts those ideas and reflections into action.

Students will seek to build momentum with a group around a vision for change in an area for which they have a passion. They will plan an approach to create this change, implement this plan and evaluate the outcomes of their work – both in terms of their success in creating change and with respect to their personal development as a leader. While much of this course is self-directed as each student is bringing leadership to a self-defined change effort, the course incorporates several structural elements designed to support development of leadership skills, accountability for progress in the personal leadership activities,

Course Activities

In addition to the student's leadership efforts committed to their defined leadership initiative, students will engage in the following learning activities

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 Retreat/Community Building Event: Students completing Phar 6939 attend an off-campus leadership retreat that combines organized learning activities and social/networking opportunities with all LEA students. 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

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.

Leadership Networking Partners: Leadership Networking Partners (LNPs): Pharmacists from the local area who are recognized for their leadership in pharmacy have been identified to participate in this course. Each student will be paired with a pharmacist for a series of conversations on the application of leadership in pharmacy and building leadership skills over one's career. Students and pharmacists will learn from each other in the following ways:

- *LNP Community Events:* Two LNP events are hosted on campus during the semester. These are typically comprised of a short presentation or topic discussion related to leadership, change

management or professional issues in pharmacy with time for general networking. The purpose of these sessions are to 1) create a structured learning activity for LNP teams, and 2) allow students to network with a group of Minnesota pharmacy leaders beyond their individual LNP.

- *1:1 LNP Meetings:* Networking Partners will meet 1:1 a minimum of twice during the semester at a time arranged between the partners. Conversations are comprised of an assigned, structured learning activity in combination with learning experiences defined individually by each LNP pair.

Prerequisites

Successful completion of the leadership content in the University of Minnesota College of Pharmacy core curriculum, including leadership courses:

- Phar 6937: Foundations of Leadership
- Phar 6938: Developing Adaptive Leadership

In particular, this course builds upon all core and leadership electives providing an opportunity for students to implement materials into a leading change initiative.

Requirements

Required Books

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

Other required readings and materials will be provided by the instructors.

Computer/Technology Requirements

Check the course website site regularly for current course information

Goals & Objectives

moo	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	4.0, 4.2-4.4, 4.6 5.5	5.3.2 5.3.3

<p>change within organizations</p> <p>Objective 3: Conduct personal self-assessments and target future, individual leadership development efforts.</p> <p>Objective 4: Apply concepts of team performance and conflict management to current leadership work in order to create stronger partnerships.</p> <p>Objective 5: Apply knowledge of select leadership skills and strategies, including change management, decision making, dialogue, visioning, and resiliency.</p>		5.3.4
<p>Goal 3: Examine leadership theories and models and their value in the work of a pharmacist/student pharmacist</p> <p>Objective 6: Identify the various skills, traits, and values of recognized leaders utilizing specific leadership theories/approaches (e.g. servant, authentic, transformational, adaptive).</p>	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. Any absence needs to be discussed with the course director. Make up work may be required.

Assessment and Grading

Because the focus of this course is discovery, reflection and awareness building, application of a traditional A-F grading scheme is inconsistent with measuring one's learning within this course. Evaluation methods traditionally associated with use of a quantitative scale for assigning course grades is also inconsistent with key characteristics of leadership development which are inherently based on self-motivation, self-direction and an ability to maintain a sense of personal accountability for one's effort and outcomes. Stated more directly, in this course you will get out of it what you put into it. Therefore, a self-evaluation of one's participation in the course's learning activities will ultimately be the most important component of a final performance assessment.

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. Ultimately, it is not important what your instructors think you have learned from these experiences or their impressions of how well you've learned the intended lessons. What is important is your own understanding of what you have learned, whether you believe you have internalized the concepts and principles outlined and your plans for applying these to your 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 – ultimately it will be determined by the work you do to lead change in our profession after you leave the boundaries of this academic program.

For these reasons, the Leading Change Experience sequence will be graded on a “S/NI” basis. A passing grade will represent your committed participation in a number of learning activities, including:

- Ability to convey clear evidence of effort and creativity dedicated to the defined leading change initiative;
- Required classroom sessions;
- Appropriate depth and substance presented in written assignments;
- Engaging in 1:1 meetings with your assigned Networking Partners;
- Required events outside of scheduled classroom sessions, such as Networking Events, Retreat and the Leadership Speaker’s Series

Assignment Descriptions

Leading Change Experience Summary: This assignment is a pacing activity that supports student accountability for effort committed to their self-directed leadership initiative. This includes a pre-class guided reflection activity, a presentation to peers in class and followed by submission of defined action steps the student will commit to during the 2-4 week period following this assignment.

Continuing Professional Development in Leadership: Leadership can be taught and it is honed over time. Continuing The CPD process will allow you to explore, define and pursue your personal leadership commitment and you will leave the course better able to describe “What skills and abilities do I need to be effective?” Throughout this cycle you are charged with focusing on two core competencies: 1) engaging in self-development of leadership abilities; and 2) contributing to the leadership development of others.

Leadership Consultations: Successful leaders seek advice from others. They also need to give advice and to aid others in their development as leaders. This exercise allows us to practice these skills, focusing on the following goals (full assignment description available on Canvas):

- Identify and describe a Leadership Challenge (The Case)
- Reinforce/develop expertise regarding leadership models
- Apply expertise to Leadership Challenge Cases
- Develop skills related to providing quality feedback to resolve a challenge
- Reflect on personal contributions to the case presentation and consulting

Course Schedule

A separate course schedule, customized for TC and Duluth campuses, will be provided separately from this syllabus document.