PHAR 6937 - Foundations of Leadership
Course Syllabus

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

Meeting Time and Place
2 credits
Course Web Site: https://moodle.umn.edu/
Term: Fall 20XX
Grading: A-F
Dates/Times/Location:
Duluth, 1 day week, 2 hours.,
Twin Cities, 1 day week, 2 hours.,
Target audience: College of Pharmacy, PD2 and PD3 students (see course overview for further details)

Course Instructional Team

Course Director and Instructor (Duluth Campus):
Instructor: Kerry K. Fierke, Ed.D.
Email: kkfierke@d.umn.edu
Phone: 218/269-9672 (text/call; if texting, please include your name)
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.
Email: soren042@umn.edu
Phone: 612/625-8645 (office)
Address: 7-178 WDH
Preferred method of contact: Email (responses are generally within 24 hours)

Course Instructor (Twin Cities Campus)
Instructor: Kristin Kari Janke, Ph.D.
Email: janke006@umn.edu
Phone: 612/626-4648 (office)
Address: 7-125D WDH
Preferred method of contact: Email (responses are generally within 24-48 hours)
Overview of the Course

Course content:

*Foundations of Leadership* (Phar 6937) is designed to build upon the leadership curriculum incorporated into the core classes of first year pharmacy students. The course is a prerequisite for second year pharmacy students who are interested in continuing with the Leadership Emphasis Area (LEA), however it can also be taken as an elective class only. The class is sectioned into three distinct areas: 1) self as a leader, 2) effective leadership within teams, and 3) leadership theories related to creating organizational change.

Course format:

**Weekly 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 in odd years attend an off-campus leadership retreat that combines organized learning activities and social/networking opportunities. 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

Students taking Phar 6937 in even years will participate in a half-day leadership community-building event. The design and content of this event will change for each offering, but will address the retreat objectives.

**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 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 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, including leadership sessions from:

- Phar 6700: Becoming a Pharmacist
- Phar 6715: Professional Development and Assessment I

In particular, this course Utilizes and builds upon Strengthsfinder from Becoming a Pharmacist and the 5 Practices of Exemplary Leadership in Professional Development I.

**Requirements**

**Course Materials:**

**Required Books:**


*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.)

**Computer/Technology Requirements:**

Check the course moodle site regularly for current course information: [http://moodle.umn.edu](http://moodle.umn.edu)

University of Minnesota Moodle information is available here: [http://it.umn.edu/course-management-system-moodle-related/students](http://it.umn.edu/course-management-system-moodle-related/students)

**Goals & Objectives**

The class is sectioned into three distinct areas: 1) self as a leader, 2) effective leadership within teams, and 3) leadership theories related to creating organizational change.

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Applicable domains &amp; competencies</th>
<th>Scientific foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Describe the roles of a leader, regardless of position or title, and the influence of leaders</td>
<td>4.1 5.0</td>
<td>5.3.1</td>
</tr>
<tr>
<td>Objective 1: Describe the ability to influence change regardless of position or title.</td>
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</tbody>
</table>
Objective 2: Analyze and describe your leadership assets, including personal strengths and foundational leadership experiences.

Goal 2: Identify available tools and resources to assist with self-development, creating effective teams, and managing change within organizations.
   Objective 3: Conduct personal self-assessments and target future, individual leadership development efforts.
   Objective 4: Apply concepts of team performance and conflict management to current leadership work in order to create stronger partnerships.
   Objective 5: Apply knowledge of select leadership skills and strategies, including change management, decision making, dialogue, visioning, and resiliency.

Goal 3: Examine leadership theories and models and their value in the work of a pharmacist/student pharmacist.
   Objective 6: Identify the various skills, traits, and values of recognized leaders utilizing specific leadership theories/approaches (e.g. servant, authentic, transformational, adaptive).

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. Attendance will be taken and will account for a portion of the student’s grade. 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**

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Title Brief description</th>
<th>Points</th>
<th>% of final grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class Attendance</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership Speakers Series</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>--------</td>
<td>Leadership History</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>--------</td>
<td>Theory Presentations and Leadership Matrix Notes (Weeks 11-13)</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>--------</td>
<td>Leadership Development Self-Assessment</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>--------</td>
<td>Leadership Story</td>
<td>15</td>
<td>15%</td>
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<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>100</td>
<td>100%</td>
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</table>

**Assignment Descriptions**

**Leadership History:**
In previous sessions focused on leadership development, we have discussed the characteristics of functional teams and the importance of self-discovery related to leadership. Considering and communicating who we are and why we do what we do can help individuals better understand their leadership motivations and characteristics and builds trust amongst colleagues.

**Learning Goals**
1. Enhance learner’s awareness of what has contributed toward their characteristics as a leader.
2. Compare and contrast individual leadership experiences within a group
3. Utilize creativity in communicating a message

**Leadership Development Self-Assessment:**
The Leadership Development Self-Assessment assignment is broken into three (3) parts: 1) intention, 2) analyzing your personal development, and 3) reflection. Each of these parts will be completed at different times, however they are due to the faculty at the same time. The goal of this activity is to synthesize the materials of the Foundations of Leadership course into the student’s own development. We discussed topics such as practices of leadership, partnerships, conflict and crucial conversations,
dialogue, decision making, change management, creating a vision as well as various leadership theories -- servant, authentic, adaptive and transformational. Students should focus on those elements that have been most useful to you.

**Theory Presentations and Leadership Matrix Notes:**
Students will be assigned in teams to a specific Leadership Theory - Servant & Authentic Leadership, Transformational Leadership and Adaptive Leadership. They will provide the following through an interactive session that engages students. They will also apply the content to one or more current issues experienced by students and/or the profession

- Background information on the theory (e.g. where the theory emanated from and why)
- Description of the theory, including its unique/differentiating characteristics
- Connections to leadership concepts already covered in class
- Practical uses/value of the theory in leading change

Note: The method for covering this is flexible! You choose your approach.

**Developing the Five Practices of Leadership:**
Students will discuss and share thoughts on strengths, values and leadership behaviors. The assignment is designed to get to next question: What do I need to do to further develop? What do you need to do to not to be successful in your roles, but also to be successful at future endeavors? Students List 3 ways that they will seek and engage to further strengthen their abilities. Indicating why or how it will strengthen the skill and how they plan to use what they have learned to accomplish your project/goal..

**No Late Assignment Submission**
Assignments and activities must be submitted by the due date listed in this course. Late assignment or activity submissions will not be accepted, and will result in a grade of zero for that particular assignment. 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 Moodle 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 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.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>%</td>
<td>100-93</td>
<td>92-90</td>
<td>89-87</td>
<td>86-83</td>
<td>82-80</td>
<td>79-77</td>
<td>76-73</td>
<td>72-70</td>
<td>69-60</td>
<td>59-0</td>
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**Detailed Course Outline & Schedule**
Total student effort for this course includes:
15 in class sessions at 2 hours each = 30 hours
Class preparation, readings, meetings, leadership speaker series, other events = 45 hours
Overnight student leadership retreat = 15 hours

Additionally, 1-5 hours will be spent on leadership development in current organizations, for a total of 90-95 hours of student effort.

**Sample Class Schedule -- class sessions, assignment due dates may vary from campus**

*See specific Campus Schedule for Details*

<table>
<thead>
<tr>
<th>Class</th>
<th>Agenda/Topics</th>
<th>Activities / Assignments / Assessments</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Class Orientation</td>
<td>Introduction to class expectations</td>
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<td>Article review: William Zellmer Lecture: &quot;Choosing to use the most powerful model in the world&quot; by Wagner and Isetts</td>
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<tr>
<td>Week 2</td>
<td>Leadership History Presentations</td>
<td>Learning Goals of the session</td>
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<tr>
<td></td>
<td></td>
<td>• Enhance leader’s awareness of what has contributed toward their development as a leader</td>
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<td>• Compare and contrast individual leadership experiences within a group</td>
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<td></td>
<td>• Utilize creativity in communicating a message</td>
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<tr>
<td></td>
<td>Leadership Retreat and/or Community Building Event</td>
<td><em>Details will be provided prior to the event.</em></td>
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<tr>
<td>Week 3</td>
<td>Developing the 5 Practices of Leadership</td>
<td>Pre: Review report of SLPI results (from Phar 6715) Post: Create Action Plan for Leadership Development for the semester</td>
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<tr>
<td></td>
<td></td>
<td>Learning Goals of the session</td>
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<td></td>
<td>• Examine and plan to further strengthen practices of leadership</td>
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<td></td>
<td></td>
<td>• Identify specific behaviors that can be used to accomplish future leadership goals</td>
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<tr>
<td>Week 4</td>
<td>Team Leadership: Conflict and Crucial Conversations</td>
<td>Learning Goals of the session</td>
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<tr>
<td></td>
<td></td>
<td>• Consider various conflict responses and reactions</td>
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<td>• Practice the key components of a crucial conversation</td>
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<td>Week 5</td>
<td>Creating Strong Partnerships/Managing Relationships for Influence</td>
<td>Pre: Read the Book “Leadership &amp; Self Deception” Learning Goals of the session</td>
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<tr>
<td></td>
<td></td>
<td>• Identify the key characteristics of self-deception and ways to manage this within leadership roles</td>
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<td></td>
<td></td>
<td>• Articulate complementary strengths to creating powerful partnerships</td>
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<tr>
<td></td>
<td>Leadership Speaker Series (LSS)</td>
<td>Scheduled during the lunch hour 12:15-1:15 p.m.</td>
</tr>
</tbody>
</table>


| Week 6 | Team Leadership: Decision-making, accountability and Dialogue | Learning Goals of the session  
• Describe the barriers that occur during dialogue and strategies to overcome and strengthen relationships  
• Practice various decision making models pertinent to key leadership roles |
Learning Goals of the session  
• Describe the eight steps to leading change within an organization  
• Evaluate the change management efforts of yourself and others, as observed in school, work and personal life |
| Week 8 | Creating a compelling vision of the future | Learning Goals of the session  
• Identify the elements of a vision that can inspire a shared sense of the future  
• Outline a process for creating a compelling vision |
| Week 9 | NO CLASS | Prepare for team projects and work on Leadership Development Self Assessment |
| Week 10 | Leading Change through Servant Leadership and Authentic Leadership | Analysis of various leadership theories – led by students |
| Week 11 | Leading Change through Transformational Leadership | Analysis of various leadership theories – led by students |
| Week 12 | Leading Change through Adaptive Leadership | Analysis of various leadership theories – led by students |
| Week 13 | Leadership Development Self-Assessment: Personal Development, Resiliency and Strengths Intention/Reflection | Learning Goals of the session  
• Investigate the term “grit” in relation to resiliency  
• Incorporate ways to develop resilience into personal development |
| -- | Leadership Speaker Series (LSS) | Scheduled during the lunch hour 12:15-1:15 p.m. |
| Week 14 | Storytelling | Learning Goals of the session  
• Explore various storytelling elements  
• Strengthen ideas and concepts as a leader through storytelling to convey a strong message |

* Subject to change at course instructor’s discretion.