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

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 XXXX
Grading: S-N
Dates/Times/Location: TBD

Course Instructional Team
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Year 1
- Required content for all students

Year 2
- Foundations of Leadership
- Developing Adaptive Leadership

Year 3
- Leading Change Experience (Fall and Spring)

Year 4
- APPE
- Leadership Portfolio
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 rational 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 and accountability for progress in the personal leadership activities.

Course Activities

In addition to the student’s leadership efforts on 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 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 6939 in even years (and therefore attended the bi-annual leadership retreat when enrolled in Phar 6937) 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/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 (LNPs): Pharmacists from the local area, who are recognized for their
leadership, 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 for input on 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 following courses and a documented intent to complete the Leadership Emphasis Area.

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

### Requirements

**Required Books**


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

**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

**Goal 1:** Lead or co-lead a longer term project (at least one year) that addresses an adaptive challenge in a personal area of interest within pharmacy.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Applicable Domains &amp; Competencies</th>
<th>Scientific Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a vision for change in an area of pharmacy practice or pharmacy education experiencing an adaptive challenge</td>
<td>4.0, 4.1, 4.2, 4.3 4.4</td>
<td>5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5</td>
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<tr>
<td>2. Define the steps and strategies required to achieve the vision</td>
<td>5.0, 5.1, 5.7, 5.8</td>
<td>5.7.1, 5.7.7</td>
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<td>3. Assemble and mobilize a team to address the challenge</td>
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<td>4. Collect and convey qualitative or qualitative data in support of</td>
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5. Secure a short-term win and communicate results to gain momentum for the change

<table>
<thead>
<tr>
<th>Objective</th>
<th>Goal 2: Engage in self-development of leadership abilities.</th>
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<tbody>
<tr>
<td>1. Engage in the Reflect-Plan-Learn-Evaluate Continuing Professional Development (CPD) cycle to foster and support self-directed lifelong learning in the area of Leadership Development (LD)</td>
<td>4.1, 4.3</td>
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<td>2. Present leadership challenges and seek advice from peers in addressing those leadership challenges</td>
<td>5.4, 5.5</td>
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<td>3. Document formative leadership experiences and analyze outcomes for use in discussions with supervisors, peers, teams and students</td>
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<td>4. Engage with a pharmacist networking partner in support of your leadership development</td>
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<td>5. Complete assigned and self-directed co-curricular and development activities designed to enhance LD in pharmacy (e.g. retreat)</td>
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<tr>
<th>Objective</th>
<th>Goal 3: Contribute to the leadership development of others.</th>
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<td>1. Provide advice and utilize expertise in leadership by applying models and concepts learned in previous classes to the leadership challenges experienced by colleagues [Strengths (Gallup), Leadership Practices (Kouzes and Posner), Functioning Teams (Lencioni), Adaptive Leadership (Heifetz) and Change Management (Kotter)]</td>
<td>4.2, 4.3</td>
</tr>
<tr>
<td>2. Provide advice and utilize expertise in leadership by sharing leadership experiences with students in Phar 6937</td>
<td>5.4, 5.5</td>
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<tr>
<td>3. Exercise skills in advising, coaching and consulting by working with an accountability partner (assigned student in class) and by participating in Leadership Case Presentations and Consultation (in class).</td>
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**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**

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<tr>
<th>Section</th>
<th>Content</th>
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<tr>
<td>6.0</td>
<td>5.8.1, 5.8.3, 5.8.5, 5.8.6, 5.8.9</td>
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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/N” 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;
- Active participation in required classroom sessions;
- Appropriate depth and substance presented in written assignments;
- Thoughtful participation in 1:1 meetings with your assigned Networking Partners;
- Active participation in events outside of scheduled classroom sessions, such as Networking Events, Retreat and the Leadership Speaker’s Series

**Assignment Descriptions**

**Leading Change Field Work:** This longitudinal assignment comprises the most significant time commitment for this course. At the completion of Phar 6938 and subsequent initiation of the Leadership Emphasis sequence, a comprehensive vision and action plan for leading change was outlined and approved by an LEA Faculty Advisor. The field work associated with applying lessons learned in this and previous courses and implementing strategies to create the vision outlined in approved plan will require a commitment of time, creativity and leadership over this entire semester (and into Phar 6940). Progress in this area will be assessed during meetings with your LEA advisor and during in-class assignments with peers.

**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 submission of defined action steps the student will commit to during the 2-4 week period following this assignment (full assignment description available on Moodle).

**Accountability Partner Plan:** Students and their assigned peer “accountability partner” will meet for progress updates and to engage in a process of “requests and offers” that will define how they will support each other’s progress over the semester.
Continuing Professional Development (CPD) in Leadership: Leadership can be taught and it is honed over time. The CPD process will allow you to explore, define and pursue your personal leadership commitment helping you to 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 (full assignment description available on Moodle). Students will submit a CPD plan early in the term and documentation of progress on that leadership development plan at the end.

Leadership Case Presentations and 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 students to practice these skills, focusing on the following goals (full assignment description available on Moodle):

- 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

Students will be assigned to a Leadership Advisory Council and will take turns presenting current challenges. Non-presenting students will be assigned roles to consult from various leadership perspectives/approaches, as studied in previous course work. All students complete post-activity documentation to aid reflection on their performance in these roles.

Leadership Presence: In this activity, students will translate their Leading Change Field Work into a story that can be shared with others. During interviews practitioners aren’t asking what you know -- they are asking about your self-development -- what you’ve learned, and plan to explore further in order to achieve your career goals. The Leading Change Experience provides rich ground for these stories to emerge. Students develop and deliver a presentation to their peers that addresses the following questions (full assignment description available on Moodle):

- What are influential leadership experiences that have taken place during my Leadership Change Experience (LCE) that have helped me grow as a leader?
- How will I evolve my presence as a leader for the next semester with the LCE? How would I like others to see me as a leader? How can I better connect and communicate this as it relates to my LCE work?
- What will I do to prepare myself to be a successful leader in my leading change experience next semester? What is the commitment that I am willing to make to develop my leadership presence in my LCE work?

Detailed Course Outline & Schedule*

<table>
<thead>
<tr>
<th>Class</th>
<th>Agenda/Topics</th>
<th>Activities / Assignments / Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class Orientation and Leading Change Experience Summary</td>
<td>Orientation to small group, introduction to course assignments, assigning “accountability partners.” Accountability Partner Plan assignment due.</td>
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<td></td>
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<td>Delivery of LCE Summary presentations based on leadership</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Description</td>
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<tr>
<td>2</td>
<td>LNP Event</td>
<td>Introduction to the LNP program, identification of each student’s paired pharmacist.</td>
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</tbody>
</table>
| 3     | Leadership Retreat or Community Building Event | Leadership Retreat: Ruttgers Bay Lake Lodge, 2 days  
Community-Building Event: details determined annually |
| 4     | Offline Work                    | CPD Plan preparation and submission                                                                                                       |
| 5     | CPD presentations               | All enrollees will deliver presentations to peers based on reflection and planning from CPD assignment.                                      |
| 6     | Case Presentations and Consultation (Round 1) | Two assigned presenters each provide a case of a leadership challenge. Other students participate as advisors in assigned leadership areas.  
Following Class: Brief documentation due from all participants on Moodle |
| 7     | Leadership Speaker Series       | Attend event hosted by PLS/CLHC                                                                                                             |
| 8     | 1:1 LNP Meetings                | 1:1 LNP meetings should be scheduled and completed during this week or the week prior or after.                                               |
| 9     | Offline Work                    | Leadership field work.                                                                                                                       |
| 10    | LEA Faculty Advisor meetings    | 1:1 meetings with LEA Faculty advisor will be scheduled this week to discuss progress on Leading Change Field Work and CPD progress            |
| 11    | Case Presentations and Consultation (Round 2) | Two assigned presenters each provide a case of a leadership challenge. Other students participate as advisors in select leadership areas.  
Following Class: Brief documentation due from all participants on Moodle |
| 12    | 1:1 LNP Meetings                | 1:1 LNP meetings should be scheduled and completed during this week or the week prior or after.                                               |
| 13    | Leadership Speaker Series       | Attend event hosted by PLS/CLHC                                                                                                             |
| 14    | Leadership Presence Activity    | Student presentations focused on developing “leadership presence” in their Leading Change Field Work and in describing lessons learned with others. |
| 15    | LNP Event                       | Community building and learning activity for students and                                                                                        |
pharmacists
CPD Assignment Documentation Due.

* Subject to change at course instructor’s discretion. Leading Change Field Work is not noted on this outline, but is expected to be completed throughout the entire semester.

**EPC Note**
Total student effort for this course includes:
- Class sessions/required learning events (12 sessions x 2): 26 hours
- Leadership Retreat/Community Building Event: 6-15 hours
- LNP/Instructors Meetings: 5 hours
- Class Prep/Assignments (approximately 1 hour/session): 12 hours
- Leading change initiative: 30 hours
- Total: ~80 hours