

**Department of Maternal and Child Health
Gillings School of Global Public Health
The University of North Carolina at Chapel Hill**

**MHCH 790 - *Fundamentals of Leadership*
Spring 2014**

When: Residential Intensive: **January 5-7, 2014**
Weekly Seminar, **January 14–April 26, 2014**

Where: Intensive: Michael Hooker 2nd Floor (Jan 5-7th)
Lectures: Online via Sakai
Readings & Assignments: Online via Sakai

Faculty: **Claudia Fernandez, Dr.P.H.**
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Credits: 2 credit hours

Prerequisites: None. This is a required course for Certificate in MCH Leadership students. Others require permission of instructor to enroll.

Format: Lectures, discussion, interactive exercises, sakai sessions.

This course is designed to further students' understanding of leadership and of their leadership skills and style through two major formats: an on-site intensive workshop and a semester-long online seminar. During the onsite 3-day workshop, students will have the opportunity to develop personal definitions of leadership and use several leadership assessments to understand various aspects of their leadership styles, including the Myers-Briggs Type Indicator (MBTI), FIRO B, and the Change Style Indicator. Upon completing the workshop, students will engage in an online seminar featuring lectures, readings and assignments via Blackboard. Seminar activities can be tailored to individual interests in enhancing leadership skills in regard to self, working with and through others, and affecting broader systems in MCH. Students will engage periodically with the instructor and peers throughout the semester to further guide individual and group reflection, discussion, and application of new information and insights.

MHCH 790 addresses the most crucial skills for leaders today, particularly for leaders in non-profit settings such as public health. It helps lay the foundation for the issues in other MCH courses and is designed to provide insights to help the student effectively manage leadership and interpersonal issues around economic, social, cultural, educational and health services factors that influence the health of population of women, children and families, as discussed in MHCH 701-702: *Foundations of MCH*.

At the conclusion of this course, students should be proficient in the following course objectives:

Course objectives:

- Describe your unique leadership style, including what might serve as assets or hindrances to you.
- Develop a definition of leadership for MCH-public health.
- Create an actionable individual leadership development plan that guides your educational program and leadership practice.
- State 3 actions that support an organizational culture embracing varying skills and perspectives to fully capitalize on team member contributions.
- Cite 3 steps leading to more effective communication with others.
- List 3 actions leading to more effective interaction with others.
- State 2 action steps that create a context for dialogue which develops values, beliefs, ethical norms and alignment for action.
- Describe how behaviors in organizations are “read” by others and link that to the impact on their leading and managing style.
- Describe 3 of the major factors motivating people at work and relate that to their leading and managing style.
- Analyze a situation and create different communication strategies to promote change around an issue in MCH-public health.

Goals for the Intensive:

- To meet and dialogue with current health leaders to explore their current challenges and issues.
- To provide students an opportunity to become familiar with each other and to build a network with other health professionals and leaders.
- To provide an opportunity for students to better know themselves, their individual preferences and values, and then articulate and discuss the implications of this self knowledge for their leadership style, goals and objectives.
- To review definitions and frameworks for leadership that allow students to assess current leadership knowledge, competencies, and attitudes.
- To help students understand their unique leadership style and how this helps them and hinders them.

Cross-cutting competencies:

Leadership is one of the essential cross-cutting competencies for interdisciplinary public health professionals and defined by the UNC SPH as including the following:

Leadership

- Demonstrate basic team building, negotiation, and conflict management skills

- Create a climate of trust, transparency, mutual cooperation, continuous learning, and openness for suggestion and input with co-workers, partners, other stakeholders, and/or clients
- Exercise productive organizational, time-management and administrative skills

This course also supports the development of several additional UNC SPH cross-cutting competencies:

Systems Thinking

- Respond to identified public health needs within their appropriate contextual setting

Communication and Informatics

- Engage in collective information sharing, discussion and problem solving

Diversity and Cultural Competency

- Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region and social class)

Professionalism and Ethics

- Apply evidence-based concepts in public health decision-making

Requirements: Teaching and learning are interrelated. Both instructors and students are expected to be active participants in this course. The faculty have designed and will lead the Intensive program; they have also created the online leadership series as a core of stand-alone individual sessions to facilitate student learning. The student's responsibility as a learner is to engage with the course ideas, to come to the Intensive/online sessions prepared to reflect, participate, and to understand oneself and others more effectively.

Attendance. The Graduate School and the Department of Maternal and Child Health expect students to attend class by contributing to online discussion groups as well as other scheduled communication forums. To the extent possible, please inform the instructor if you know ahead of time that you will not be able to participate in a particular activity. Due to the nature of the leadership Intensive, no portion of that program may be missed.

Required readings. Journal articles and other readings will be made available through Sakai. Recommended reading will be suggested from time to time for students who wish to pursue selected topics in depth. Students are encouraged to share other helpful resources with the class.

Written assignments. There will be four written assignments this semester. Papers should be a minimum of 800 words and a maximum of 2000 words, double-spaced, with 1"

margins, unjustified on the right. The font size must be 12. If you need to present a longer paper, please inform the instructor ahead of time.

Paper 1: Reflections on the Leadership Intensive. For an example, please see the *Sample Leadership Intensive Paper*. This is located in the notebook given out in the Intensive workshop or the downloadable version of the notebook which may be available to your section.

Papers 2 , 3, and 4: Reflections on online modules. You must view at least 8 of the online modules; you may choose those most pertinent to you and your interests. The two reflection papers are to discuss what you learned in the modules and how they relate to your experience, goals, understanding of leadership, etc. Please feel free to note where you still have questions after viewing the lectures as well. Each paper should present your reflections on at least 3 of the modules. You may include more than the required 8 if you wish.

Papers are due to the instructor by email at **4:30 pm (EST)** on the following dates. Papers submitted late will lose points:

January 31, 2014 or earlier	10% of course grade
February 28, 2014 or earlier:	10% of course grade
March 30, 2014 or earlier:	10% of course grade
April 20, 2014 or earlier:	10% of course grade

The theme of these papers is about reflection and relating the information presented to your perspective and life experience. This course is about **you**, your skills, yourself awareness and your tools for leadership. It is not about doing intensive literature reviews, although you are welcome to do that if it supports your understanding and growth. Should you cite research articles, please follow the formats and citation styles for written assignments based on What AJPH Authors Should Know from the *American Journal of Public Health*. In addition, information about citing electronic resources (Vancouver style) is available at the following URL:

<http://www.library.uq.edu.au/training/citation/vancouv.pdf>

Final course grade: 40% on retreat participation
45% on 4 reflection papers based on online lecture series
15% on responses to online lecture series and discussion board postings.
3 point (3%) extra credit for well written Thinking-Feeling Bridging Statement submitted

Recitation groups/Discussion boards:

Purpose: Recitation groups/discussion boards are designed to foster opportunities to explore in depth a topic of interest to group members, learn among a group of peers, and practice providing constructive feedback to peers.

Logistics: The group will organize to meet online. Discussion boards will be provided on the Blackboard website.

Product: This semester groups will explore topics to enhance development of course competencies, using questions and issues generated by the class or by the instructors. You may post a new thread on the Discussion Board at any time during the semester. Students will have the opportunity to lead these discussions. You must post thoughtful contributions at least 3 times during the semester to qualify for points for this component of the course.

Course grading: The instructor(s) will use a 100-point system to determine student grades. Here is how the points will be awarded:

Intensive participation:	40 points
Reflection papers:	45 points divided as follows:
Reflection paper post workshop	10 points
Reflection paper of online modules I	10 points
Reflection paper of online modules II	10 points
Reflection paper of online modules III	10 points
Online class participation (discussion board):	15 points

All components are mandatory. For example, you can't go for 85 points for a P+ by simply forgoing the discussion board—skipping any section and you won't pass the class.

*3 point (3%) extra credit for well written Thinking-Feeling Bridging Statement submitted

The final grades will be based on the following scale:
H ≥ 95, P+ = 85-94, P = 75-84, L = 65-74, and F < 65.

Course evaluation: There will be three evaluation methods. One is a standard University evaluation form that is distributed electronically by the university. The second is a set of open-ended and rating questions specifically addressing the form and content of the Intensive course that will be distributed at the end of the session. You will also be given a form to fill out at the end of the intensive. We always want to hear from you on how we can make this course more effective for you. Please feel free to contact Dr. Claudia Fernandez with your feedback.

Student honor code: The UNC honor code (<http://honor.unc.edu/>) will be in effect in this class. In the case of specifically identified group assignments, students are encouraged to study together. If you have questions about appropriate behavior regarding the honor code, check with the instructors.

SPRING Semester 2014 Course Calendar

Week	Unit Dates	Title	Lecture Time	Lecturer	Assignment	Due
Onsite	Jan. 4 th 2014	MCH ole'! Welcome, Introductions & Department/Campus Orientation		Certificate Faculty & Staff		
Onsite	Jan. 5-7, 2014	MCH Leadership Intensive Workshop		Claudia Fernandez & David Steffen		
		Spring Semester Classes Begin				
1-4	Jan. 9- Feb 14 2014	Classes officially begin. Reflections on the Intensive Leadership Workshop				
4	Jan 11 to Feb 15 2014	Complete and turn in paper (1/31/14)			Paper #1 Due	
		Review online modules	(Varies: 20-35 minutes)			4:30 pm (EST)
5-8	Feb 15- Mar 14, 2014	Review online modules				
		Prepare Reflections paper based on Online Modules	(Varies: 20-35 minutes)			
5-8	Feb 15- Mar 14, 2014	Participate in online discussion, Review online modules, Reflections paper based on Online Modules I (2/28/14)			Paper #2 Due	
		Participate in online discussion				
8	March 15, 2014	Participate in online discussion				4:30 pm (EST)
		Participate in online discussion , Review online modules				
9-12	Mar 15- Apr 14, 2014	Review online modules Reflections paper based on Online Modules II due (3/30/14)	(Varies: 20-35 minutes)			
		Participate in online discussion, Review online modules			Paper #3 Due	
9-12	Mar 15- Apr 14, 2014	Participate in online discussion, Review online modules				
		Participate in online discussion— discussion must be completed by April 23 rd !				
12	April 15, 2014	Reflections paper based on Online Modules III due (4/20/14)			Paper #4 Due	4:30 pm (EST)
		Spring Semester Classes End April 26				

The Leadership Intensive Workshop

Course Instructors: Claudia Fernandez and David Steffen

Advance work:

Upon admission to the Certificate in MCH Leadership, students will be enrolled in the Blackboard site and given access to a website for completing the following three instruments: Change Style Indicator (CSI), Myers-Briggs Type Indicator (MBTI), and the Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) assessment tools.

- The MBTI is one of the most widely used personality inventories in the world, because of its ability to identify individual preferences that affect one's leadership approach. This seminar uses the MBTI Step II which offers more in-depth information than the standard MBTI.
- The FIRO-B is an assessment that looks at people's personality and behavior in 3 categories - Inclusion, Control and Relationships. We will also relate this to leadership issues, as well as to the MBTI.
 - To access these instruments, you will be given an instructions sheet (electronically). You can follow those instructions or follow there here:
 - Go to this website: <https://online.cpp.com>
 - Enter the following case sensitive Login: 4Leaders
 - Enter the following case sensitive Password: 2ReflectDeeply
 - Complete both the MBTI Q and the FIRO B. These should be the only instruments visible to you.
- The Change Style Indicator (CSI) helps one better understand your preferred style in leading and responding to situations involving change.
 - In order to access the CSI you must use the pin and follow the instructions that will be sent you in a separate email.

Pre-work will also consist of reading and reflecting upon The Maternal and Child Health Leadership Competencies, version 3.0 (2009) released by the MCH Leadership Competencies Workgroup.

http://leadership.mchtraining.net/index.php?module=documents&JAS_DocumentManager_op=downloadFile&JAS_File_id=55

On-site Intensive Workshop:

Dates: Saturday, January 5 - Monday, January 7, 2014
Location: McGavern-Greenberg 2nd floor classroom, UNC Gillings School of Global Public Health

Description of Program:

Students will attend a 3-day intensive retreat program that introduces them to leadership theory as applied to MCH-Public Health issues. They will receive feedback on several psychological assessment instruments commonly used in leadership training. Course will focus on understanding self and others, building organizational culture, and applying leadership theory to MCH issues, among other issues.

Written assignment:

Students will write a paper about their leadership insights and goals after completing the Intensive Workshop, due by January 31st.

Distance/web based component:

Accessed via the course Blackboard site, students will continue their learning through out the semester by selecting from a structured series of leadership modules consisting of an online lecture and associated readings.

Written assignments:

Students will select at least 10 modules to review and write a 3 reflective responses for these lectures and readings, to be submitted to the instructor. Students will also complete Discussion board exercises on Blackboard.

Major themes in the online portion of the course: This course is organized upon several major skills critical for leadership success. Students will select at least 10 of the 18+ online modules to view. Students may view and include as many of the available topics as they wish in their ongoing work during the semester.

Required and Recommended Readings for the Course:

The online modules present a review of the literature in each topic. Also there is a short "training handout" available for 6 of the modules, which you might find to be a handy reference for the topic. It is fairly redundant to the module itself, but much easier to file for reference than a module. I suggest you download them and add them to your file.

Other required reading: articles have been included with your coursepack:

- Discovering Your Authentic Leadership by Bill George, Peter Sims, Andrew N. McLean, and Diana Mayer, Harvard Business Review, February 2007.
- James Kouzes. Finding Your Leadership Voice
- Robert E. Quinn, Moments of Greatness, Harvard Business Review, July-August 2005
- Tom Kent, What is Leadership? OD Practitioner, 2001:33(2)

Your instructor has also published a book on leadership that addresses many of these skills. It is available in the Health Sciences Library or if you wish you can order it from the UNC student bookstore or the publisher. This book is NOT required since that would be a conflict of interest, but it is a recommended text that you might find very useful.

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

List of online modules available:

Emotional Intelligence in the Workplace

Traditional training does a very good job at preparing professionals with the requisite “hard” technical skills they need to have in order to manage professional practice. But most traditional training programs don’t excel at teaching that other critical ingredient, the *soft skills*. Yet problems with soft skills are one of the major factors behind career derailment today and are crucial for cultural competence. These include an array of emotional and social capabilities, competencies and skills that influence one’s ability to succeed in coping with the demands and pressures of life. This session addresses the most commonly identified soft skills and explore those most closely related to success at work.

Required reading with this program

Fernandez CSP. Emotional intelligence in the workplace. *J Public Health Manag Pract* 2007;13(1):80-2.

Recommended reading:

Goleman, Daniel *Emotional Intelligence: Why it can matter more than IQ*. Random House, NY. 1995, 2005.

Stein SJ, Book HE. *The EQ Edge*. Multi Health Systems, Inc, Toronto, Canada. 2000.

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Avoiding Group Think and Creating Thought Diversity in Organizations

Much can be learned from the Bay of Pigs crisis or the Challenger Space Shuttle Disaster. Groupthink is a crippling organizational phenomenon that occurs when one or two people or personality styles dominate a group’s culture so completely that there is no room for those with other styles, perspectives, needs, or beliefs to get their ideas on the table. Organizations make narrowly defined choices when they select from a narrow field of options—which can lead to devastating results. This session presents characteristics of group think and several tools for instilling thought diversity into organizations.

Required reading with this program

Fernandez CP. Creating thought diversity: the antidote to *groupthink*. *J Public Health Manag Pract* 2007;13(6):670-1.

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Managing Difficult Conversations: Strategies and Tools to Influence others in High Tension Situations.

It is impossible to escape difficult conversations. As human beings we come to situations with different—and sometimes competing—concerns, needs, or desires. At times it can feel like there is no possibility of creating a win-win solution. These situations can be frustrating or demoralizing for everyone involved. As a leader, it is crucial that you have the skills to artfully manage difficult conversations and bring about the best outcomes possible, given the situation. This session presents eleven of the most powerful tools to negotiation and alternative dispute resolution that you can apply to managing the difficult conversations you face.

Required reading with this program

Fernandez CP. Managing the difficult conversation. *J Public Health Manag Pract* 2008;14(3):317-19.

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Patterson K, Grenny J, McMillian R, Switzler A. *Crucial Conversations*. McGraw Hill, NY. 2002.

Patterson K, Grenny J, McMillian R, Switzler A. *Crucial Confrontations*. McGraw Hill, NY. 2005.

Employee Engagement: No-Cost Steps to Getting the Most with your Team

Many leaders are shocked to learn that money fails to engage the team. This article will discuss the factors that influence employee engagement, differentiating it from mere employee satisfaction. Engagement relates to employee productivity and retention, which are themselves related to employee loyalty. The impact of factors such as providing development opportunities, good supervision, effective performance management and communication, and clarity about how employees contribute to results are discussed, as well as how to move low-engagement employees up the engagement ladder.

Required reading with this program

Fernandez CP. Employee engagement. *J Public Health Manag Pract*. 2007;13(5):524-6.

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Interviewing to hire right (and build your career): The Behavioral Event Interview

This session addresses interviewing done right—and wrong—in organizations. Whether hiring a new team member or being interviewed for a career opportunity, the Behavioral Event Interview is a technique worth mastering. This session explains how to use Behavioral Event Interviewing when hiring a new employee and helps prepare for success with this style of interview when you are the candidate answering the questions.

Required reading with this program

Fernandez CSP. The behavioral event interview: avoiding interviewing pitfalls when hiring. *J Public Health Manag Pract* 2006;12(6):586-589.

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Spencer LM, Spencer SM. *Competence at Work: Models for superior performance*. John Wiley and Sons, NY. 1993

Developing Others

Great leaders build great organizations by building a great team. Having a great team doesn't come about by luck. It means creating a culture of investing in people. Great leaders develop people. They build competency in an organization by building a deep bench of talented people who are skilled, resilient, innovative, and capable of assuming leadership on projects, with teams, and with external stakeholders. All these things promote the Concepts, or ideas, the Competence, or the people, and Connections, or the relationships that make for competitive advantage. This session lays out a wide map of strategies for building individuals and teams.

No required reading with this program

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Avoiding Leadership Derailment while Maximizing Leadership Success

This session discusses several factors that impact a leader's success—or can derail either their success or their careers. It explores what gives an organization competitive advantage as well as the critical success factors that underlie organizational change. It looks in depth at the factors that derail those change efforts. The topic presents the select skills in which great leaders shine—and relate these to life-long learning and your leadership development. It present the seven problems that research shows are most likely to derail leaders at any level and address how the reader can learn and grow their own leadership skills.

No required reading with this program

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

When Positional Power Fails: The Power of Positive Personal Regard

In organizations, there are several tools to motivate and engage employees. Some of these are related to positional power, which is the type of power granted by titles and line of authority in an organization. The other kind of power is personal power, or the power of positive personal regard. This is a tool to influence people and teams whether they are internal to your organization or whether they are an external stakeholder. This session discusses the factors that make up positive personal regard and how they play a role in motivating and influencing others.

Required reading with this program

Fernandez CSP. The power of positive personal regard. *J Public Health Manag Pract* 2007;13(3):321-3.

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Effective Advocacy and Communication (guest author: Vivian Dickerson)

Communicating effectively during stressful situations requires sophisticated skills. This is particularly true when the message is a complicated one. This article presents strategies helpful for working with the press or during tense group conversations. Topics include how to deliver complicated, technical messages, motivational or persuasive messages, how to handle the hostile interview and how to deliver a message with which you personally don't feel comfortable.

No required reading with this program

Building a Learning Organization (guest author: David Steffen)

Leaders today can't just build organizations that produce: they need to build organizations that *think*. Certainly, an organization needs to produce to survive in the short run, but it needs to *learn* if it is to survive in the long run. How can leaders create this learning organization? This session addresses balancing efficiency against effectiveness, how learning occurs in individuals, teams, and across organizations, and what leaders need to do to transform their enterprise into a learning organization.

No required reading with this program

Understanding Mentoring, Coaching, and Leadership

As a leader, it is all too easy to fall into the *problem solving trap*. Getting out of it means developing your team with the skills to solve their own problems. One way to build people's talents and skills is to capitalize on mentoring, coaching, and peer coaching. These strategies help transfer the skills from one valuable player to another as well as help people learn entirely new skills that can be tough to learn "on the job".

No required reading with this program

Leadership Theory

Theories abound about what makes one a great leader. Just in the 20th Century alone there were more than a half a dozen major movements in the academic world that studies leadership. This session explores many of the most influential leadership perspectives. While no one theory has cornered the market on the "truth" they all have elements of worth to consider. The purpose of this session is to acquaint you with the theories, arguments, and perspectives of leadership to help guide your personal perspective on leadership.

No required reading with this program, but the articles given with the course pack will be related to this topic.

Cultural Competence and Global Leadership

Leaders in public health often find themselves working across cultural boundaries, both locally and globally. This module explores cultural competence and understanding differences among people from wide regions. It also combines the topic of “emotional intelligence” (or EQ) with “cultural competence” (or CQ).

No required reading with this program

Adaptive Leadership

As a model of principled leadership, Adaptive Leadership is a crucial concept for addressing the most complex and controversial problems leaders face. This program will lead you through the theory, created by Dr. Ronald Heifetz and is an excellent companion to any of the three books available on the topic. No required reading with this program

Social Marketing

This module describes social marketing, how it is different from other marketing tactics, social marketing's place in public health, and looks at case studies of public health social marketing. This program presents a comprehensive view of the topic.

No required reading with this program

Peer Coaching

This session describes the process of peer coaching in detail. It differentiates "curbside consultation" (telling people what to do) from using the peer coaching skills of reflective questioning to help a colleague come to their own understanding of the situation they face.

Recommended reading:

Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.

Creating Innovative Cultures

Innovation is a critical key to success-but how do you help your culture become an innovative one? This session addresses the four components of innovation and gives specific strategies of how to promote each. While it links with the "FourSight Innovation Tool" having taken that instrument is not required for learning practical skills from this program.

MCH Primer: An Angle on MCH Systems (by Dr. Lew Margolis)

The world of Maternal and Child Health consists of many interconnected parts. This session will help you understand how MCH systems are linked in the US. This program is hosted by Dr. Lew Margolis of the University of North Carolina at Chapel Hill.

WEEK 1: Leadership Intensive

Objectives

- To meet and dialogue with current health leaders to explore their current challenges and issues.

- To provide students an opportunity to become familiar with each other and to build a network with other health professionals and leaders.
- To provide an opportunity for students to better know themselves, their individual preferences and values, and then articulate and discuss the implications of this self knowledge for their leadership style, goals and objectives.
- To review definitions and frameworks for leadership that allow students to assess current leadership knowledge, competencies, and attitudes.
- To help students understand their unique leadership style and how this helps them and hinders them.

Required Readings

Will be given in class

Recommended Reading

1. Fernandez CSP, Fernandez RT (2014). *It-Factor Leadership: Become a Better Leader in 13 Steps*, FastTrack Leadership Inc. Chapel Hill, NC.
2. *Leadership Without Easy Answers* by Ronald A. Heifetz. 1994. Harvard University Press, Cambridge MA.
3. *Leadership on the Line: Staying Alive through the Dangers of Leading*, by Ronald A. Heifetz and Marty Linsky. 2002. Harvard Business School Press, Boston, MA.
4. *Crucial Conversations*, Patterson K, Grenny J, McMillian R, Switzler A, McGraw-Hill, NY, 2002.
5. *Crucial Confrontations*. Patterson K, Grenny J, McMillian R, Switzler A, McGraw-Hill, NY, 2005.
6. Spencer LM, Spencer SM. *Competence at Work: Models for superior performance*. John Wiley and Sons, NY. 1993
7. Goleman, Daniel *Emotional Intelligence: Why it can matter more than IQ*. Random House, NY. 1995, 2005.
8. Stein SJ, Book HE. *The EQ Edge*. Multi Health Systems, Inc, Toronto, Canada. 2000.

WEEKS 1-3: Fundamentals of Leadership: Intensive Workshop Reflection

Objectives

- To customize personal leadership understanding and development via reflecting upon the psychological assessment feedback and other sessions at the leadership intensive program.
- To provide students an opportunity to reflect on their leadership experience and perspective, relating that to the Leadership Intensive.

Assignment

Reflecting on the Leadership Intensive, develop a summary of your experiences for the first paper.

See Example

**** Fundamentals of Leadership: Workshop Reflection Paper Due January 31st, 2014 ****

WEEKS 4-7: Fundamentals of Leadership: Customized Online Learning

Objectives

- To customize personal leadership understanding and development via choosing at least 4 of the available 18 modules to review and study.
- To provide students an opportunity to reflect on their leadership experience and perspective, relating that to the Leadership Intensive.

Required Activities:

Choose a selection of the online modules to review and study.

Recommended Reading

Companion articles are available with some online modules.

Assignment:

Choose between 3-6 modules to view to serve as a basis for your paper.

**** Reflections Paper I based on Online Modules - Due February 28, 2014 ****

WEEKS 8-10: Fundamentals of Leadership: Customized Online Learning

Objectives

- To customize personal leadership understanding and development via choosing at least 10 of the available 18 modules to review and study.
- To provide students an opportunity to reflect on their leadership experience and perspective, relating that to the Leadership Intensive.

Required Activities:

Choose a selection of the online modules to review and study.

Recommended Reading

Companion articles are available with some online modules.

Assignment:

Choose between 3-6 modules to view to serve as a basis for your paper.

**** Reflections Paper II based on Online Modules - Due March 30th, 2014 ****

WEEKS 10-12: Fundamentals of Leadership: Customized Online Learning

Objectives

- To customize personal leadership understanding and development via choosing at least 10 of the available 18 modules to review and study.
- To provide students an opportunity to reflect on their leadership experience and perspective, relating that to the Leadership Intensive.

Required Activities:

Choose a selection of the online modules to review and study.

Recommended Reading

Companion articles are available with some online modules.

Assignment:

Choose between 3-6 modules to view to serve as a basis for your paper.

**** Reflections Paper III based on Online Modules - Due April 20, 2014 ****