UNC | GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

Syllabus
HPM 957: Crisis Leadership
Spring 2019
1 Credit | Online/DrPH

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Course Overview

Course Description   This course is one in a series of core leadership offerings in the Executive DrPH. It is designed to expose students to both the theoretical and practical aspects of crisis leadership. Students will be expected to think critically about interpersonal and organization dynamics; the elements of crises in organizational settings; principles of organizational preparedness for crisis; and how to develop strategies to refine and apply crisis leadership skills.

Prerequisites   Available only to DrPH students via the usual cohort format

Instructor(s)   J. Bennet Waters, MPH, DHA
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Department of Health Policy & Management
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Teaching Assistant   TBD

Course Website   https://sakai.unc.edu/welcome/. Use your ONYEN and password.

Class Days, Times, Location   This course is a fully online course that is completed asynchronously through MPH@UNC. You are expected to log into the course at least 4 times a week to participate in discussions and complete tasks and assignments for that week.]

Office Hours   There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Zoom.

Course Texts   Koehn, Nancy. (2017) Forged in Crisis: The Power of Courageous Leadership in Turbulent Times. New York: Scribner.

A series of articles will be posted online for students' access during the semester and can be accessed using the "eReserves" link in Sakai.

Course Format   The course format will consist of a seminar-style class that meets on campus for two extended sessions (January & May), with two additional facilitated online sessions as noted below. Students are expected to complete the readings before class and come to each class prepared to discuss the texts.

Students will be exposed various scholarly aspects of crisis leadership, and will be expected to learn through exposure to, and critiques of, various leadership theories and examples, and by exchanging and discussing each other's perspectives and ideas.

Course Policies

Recognizing,
Valuing and
Encouraging
Inclusion and
Diversity in the
Classroom

We share the School`s commitment to diversity. We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development."
In this class, we practice these commitments in the following ways:
- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:
- **Diversity and Inclusion at the Gillings School of Global Public Health**: http://sph.unc.edu/resource-pages/diversity/
- **UNC Non-Discrimination Policies**: http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC**: https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct at https://studentconduct.unc.edu/, or consult these other resources:

- Honor system module.
- UNC library's plagiarism tutorial.
- UNC Writing Center handout on plagiarism.

Instructor Expectations

Email	The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.
Feedback	All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.
Grading	Assignments will be graded no more than two weeks after the due date. Early submissions will not be graded before the final due date.
Syllabus Changes	The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.
Telephone Messages	Travel permitting, the instructor will respond to telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday.

Student Expectations

Appropriate Use of Course Resources:	The materials used in this class, including, but not limited to, syllabus and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
Assignments	Submit all assignments through Sakai. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.
Attendance/ Participation	Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned).
Communication	You are expected to follow common courtesy in all communication to include email, discussions, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions	You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.
Discussions	You are expected to prepare for each class in advance and participate actively in all in-class discussions.
Email	All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette. • View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/
Late Work	Late work will be accepted on a case-by-case basis with prior written approval from the instructor.
Readings	Readings for a particular class should be completed before the class session and before completing associated activities
Technical support	The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at http://help.unc.edu, or by UNC Live Chat at http://its.unc.edu/itrc/chat.
Course Evaluations	The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's online course evaluation tool, enabled at the end of each semester. Students' responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Participation in CES is strongly encouraged, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of instructors.

Counseling & Psychological Services

CAPS	CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Competencies, Learning Objectives, and Assessment

Competencies
In this course, you will develop the following competencies.

C1. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency

Learning Objectives
By the end of this course, you will achieve the following learning objectives.

L1. Identify and discuss different theories of leadership and their divergences from traditional management practices

L2. Articulate one's own crisis leadership style, building on those observed through course materials and discussions

L3. Describe the typical barriers and pitfalls that affect both new and experienced leaders as they attempt to navigate organizational crises

L4. Articulate how successful organizational leaders predict, prepare for, recognize and mitigate organizational crises

L5. Build upon theoretical leadership principles and practically apply them to identify and manage potential crises in complex operating environments

Map
Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

Competencies	Learning Objectives	Assessment Assignments with brief descriptions
DPH11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency	L1. Identify and discuss different theories of leadership and their divergences from traditional management practices L2. Articulate one's own crisis leadership style, building on those observed through course materials and discussions L3. Describe the typical barriers and pitfalls that affect both new and experienced leaders as they attempt to navigate organizational crises L4. Articulate how successful organizational leaders predict, prepare for, recognize and mitigate organizational crises L5. Build upon theoretical leadership principles and	Class discussion, written paper

	practically apply them to identify and manage potential crises in complex operating environments	

Course Assignments and Assessments

This course will include graded assignments and/or exams.

Assignments	Points/Percentages
1. In-class Discussions	40
2. Written Paper	60
TOTAL	100

Grading

Grading: Refer to the embedded rubrics for grading details. The relative weight of each course component is shown in the table above.

Grading Scale:
Final course grades will be determined using the following UNC Graduate School grading scale.

H	92-100	High Pass: Clear excellence
P	75-91	Pass: Entirely satisfactory graduate work
L	60-74	Low Pass: Inadequate graduate work
F	<60	Fail

Assignment Descriptions

There are two (2) assignments for this course:

1. **Class Participation** *(40%)*. The course is designed to encourage interaction and debate by students both during class and through on-line discussion forums. Active participation is required each week. All readings and assignments must be completed prior to the beginning of each session.

2. **Written Paper** *(60%)*. Students will select a crisis from some point in his/her life (personal or professional) that did not end well. Revisiting that crisis through the lens of Shackleton, Lincoln, Douglass, Bonhoeffer, Carson; the HBR articles; and in-class discussions from the semester, students should consider what they would do differently if the same event were to happen today, and how they might apply those lessons to future crises. In a ~10-page paper, students should address the following elements:
   - A brief summary of the crisis situation and relevant background facts (including the degree to which cultural factors or norms were part of the crisis), what happened, the student's role in the crisis, and the outcome;
   - Lessons learned in the course that would have changed how s/he handled the crisis;
   - The sources from which the student extracted those learnings, and why those sources "spoke" to the student in the context of the selected crisis situation;
   - As a result of lessons learned, how the student will identify and approach future crises;
   - How the student will assess his/her success in future crisis situations.

1. Assignment: Course Discussions (40%)

Description. *The course is designed to encourage interaction and debate by students both during class and through on-line discussion forums. Active participation is required each week. All readings and assignments must be completed prior to the beginning of each session. Students' preparation will be assessed in terms of quantity, quality and contribution as follows:*

Criteria	Fully Met	Partially Met	Not met
Quantity of Discussion (3 points)	(3 points) Offers at least 3 original comments or replies to peer comments.	(2 points) Offers 1-2 original comments or replies to peer comments.	(0-1 point) Does not attend class, or does not offer at least 1 original comment or reply to peer comment.
Quality of Discussion (3 points)	(3 points) All comments reflect scholarly deliberation and synthesis of material from the readings

Comments are related to the discussion topic and prompt further discussion amongst peers. | (2 points) At least half of the comments reflect scholarly deliberation and synthesis of material from the readings

Comments are somewhat related to the discussion topic and/or partially prompt further discussion amongst peers. | (0-1 point) Less than half of the comments reflect scholarly deliberation and synthesis of material from the readings

Comments are not related to the discussion topic and/or partially prompt further discussion amongst peers. |
| **Contribution to the Learning Community** (4 points) | (4 points) Attempts to motivate the group discussion; presents creative approaches to the topic.

1. Validating - Validates the contributions of others and explains why their contributions resonate
2. Resourceful - Shares or creates resources that contribute to the discussions
3. Inquiring - Offers feedback, asks questions, provides reflection or commentary
4. Community Expander - Leads a section of community to a new and deeper discourse. | (2-3 points) Attempts to motivate the group discussion but does not always succeed; sometimes presents creative approaches to the topic.

1. Validating – Partially validates the contributions of others and explains why their contributions resonate
2. Resourceful – Does not always share or create resources that contribute to the discussions
3. Inquiring – Does not always offer feedback, ask questions, provide reflection or commentary
4. Community Expander – Partially leads a section of community to a new and deeper discourse. | (0-1 point) Does not attempt to motivate the group discussion; does not present creative approaches to the topic.

1. Validating – Does not validate the contributions of others nor explain why their contributions resonate
2. Resourceful – Does not share or create resources that contribute to the discussions
3. Inquiring – Does not offer feedback, ask questions, provide reflection or commentary
4. Community Expander – Does not lead a section of community to a new and deeper discourse. |

There are 10 points possible for each of five (5) facilitated discussion sessions for a total of 50 possible points, which will comprise 40% of each student's course grade.

2. Assignment: Written Paper (60%)

Description. *Students will select a crisis from some point in his/her life (personal or professional) that did not end well. Revisiting that crisis through the lens of Shackleton, Lincoln, Douglass, Bonhoeffer, Carson; the HBR articles; and in-class discussions from the semester, students should consider what they would do differently if the same event were to happen today, and how they might apply those lessons to future crises.*

Students' demonstration of mastery of the course learning objectives will be assessed via the required elements in the written paper as follows:

Criteria	Exemplary	Accomplished	Unacceptable
Introduction, identification and summary of selected crisis *(10 pts)*	8-10 pts The introduction clearly summarizes the selected crisis.	4-7 pts The introduction summarizes the selected crisis but lacks clarity.	0 -3 pts There is not an introduction summarizing the selected crisis, or the introduction is entirely unclear.
Identification of relevant facts, issues *(10 pts)*	8-10 pts There is a very clear discussion of relevant facts and issues, including the writer's role in the selected crisis.	4-7 pts There is a partial discussion of relevant facts and issues, including the writer's role in the selected crisis.	0-3 pts There is very little to no discussion of relevant facts and issues, or discussion of the writer's role in the selected crisis.
Lessons learned, how student will approach future crises based on those lessons *(40 pts)*	30-40 pts. There is clear discussion of lessons learned and how the writer will approach future crises based on mastery of the course learning objectives, to include revisiting the selected crisis and discussing if/how the writer would have handled it differently given lessons learned.	20-39 pts. There is some discussion of lessons learned and how the writer will approach future crises based on mastery of the course learning objectives, to include some revisiting of the selected crisis and discussing if/how the writer would have handled it differently given lessons learned.	0-19 pts. There is limited to no discussion of lessons learned, or how the writer will approach future crises based on mastery of the course learning objectives, to include failing to revisit the selected crisis or discussing if/how the writer would have handled it differently given lessons learned.
Integration of literature, class discussions & related course materials *(30 pts)*	20-30 pts. The writer has clearly integrated course materials (literature, readings and class discussions), as well as outside research or peer-reviewed literature.	10-19 pts The writer has integrated some course materials (literature, readings and class discussions), as well as some outside research or peer-reviewed literature.	0-9 pts The writer has not integrated course materials (literature, readings and class discussions) or outside research or peer-reviewed literature.
Spelling, grammar & overall clarity of manuscript *(10 pts)*	8-10 pts The manuscript is free of spelling or grammatical errors.	4-7 pts The manuscript contains very few spelling or grammatical errors.	0-3 pts The manuscript contains excessive spelling or grammatical errors.

The paper offers a total of 100 possible points, which will comprise 60% of each student's course grade.

Course Schedule

The instructor reserves to right to amend the schedule. Any changes will be announced as early as possible.

Session	#1: August 16, 2018 *[ON CAMPUS] (1 hour)*
Topic	Course Launch
Inspiration	This is your wake-up call, buddy… it's time to go to work. *(Gordon Gekko)*
Competency	N/A
Learning Objectives	Get acquainted with one another
Required Readings	None
Class Activity	Introductions, review syllabus, informal discussions and mutual expectations
Assignments/Deadlines	None

Session	#2: January 4, 2019 *[ON CAMPUS] (3 hours)*
Topic	The essence of leadership, and particularly in the midst of crisis
Inspiration	When the best leader's work is done the people say, 'we did it ourselves.' *(Lao Tzu)* If you think you can do a thing or think you can't do a thing, you're right. *(Henry Ford)*
Competency	Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
Learning Objectives	L1. Identify and discuss different theories of leadership and their divergences from traditional management practices L2. Articulate one's own crisis leadership style, building on those observed through course materials and discussions L3. Describe the typical barriers and pitfalls that affect both new and experienced leaders as they attempt to navigate organizational crises L4. Articulate how successful organizational leaders predict, prepare for, recognize and mitigate organizational crises L5. Build upon theoretical leadership principles and practically apply them to identify and manage potential crises in complex operating environments
Required Readings	*Part 1* • Koehn, 1-75 [Shackleton] • "What Leaders Do" (John Kotter, *HBR*) *Part 2* • Koehn, 76-200 [Lincoln] • "In Praise of the Incomplete Leader" (Ancona, et al, HBR)

Class Activity	*Part 1*
	• Discuss Shackleton chapter in Koehn
	• Review & discuss key points from Kotter article; articulate differences in leadership and management
	• Consider the notion of change in the context of crisis
	• Share mutual experiences (+/-) in organizations that faced crises
	• Discuss lessons from creating DHS mission
	Part 2
	• Discuss Lincoln chapter in Koehn
	• Review & discuss key points from Ancona, et al; affirm or refute the "myth of the incomplete leader"
	• Evaluate your own leadership style through the lens of Ancona, et al
	• Discuss lessons from Piedmont Healthcare Management Group
Assignments/Deadlines	None

Session	**#3: February 27, 2019** *[ONLINE] (1.5 hours)*
Topic	**Understanding, embracing and leading through adaptive challenges**
Inspiration	**Leadership: the art of getting someone else to do something you want done because he wants to do it***. (Dwight D. Eisenhower)*
Competency	Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
Learning Objectives	L1. Identify and discuss different theories of leadership and their divergences from traditional management practices
	L2. Articulate one's own crisis leadership style, building on those observed through course materials and discussions
	L3. Describe the typical barriers and pitfalls that affect both new and experienced leaders as they attempt to navigate organizational crises
	L4. Articulate how successful organizational leaders predict, prepare for, recognize and mitigate organizational crises
	L5. Build upon theoretical leadership principles and practically apply them to identify and manage potential crises in complex operating environments
Required Readings	• Koehn, 203-277 [Douglass]
	• "The Work of Leadership" (Heifetz & Laurie, HBR)
Class Activity	• Discuss Douglass chapter in Koehn
	• Review & discuss key points of Heifetz' & Laurie's article
	• Discuss the notion of adaptive challenges and how effective leaders respond to them
	• Discuss the lessons from Pandemic Influenza vis-à-vis bio-preparedness
Assignments/Deadlines	None

Session	#4: April 24, 2019 *[ONLINE] (1.5 hours)*
Topic	**Mid-Semester Check-In**
Competency	N/A
Learning Objectives	None
Required Readings	None
Class Activity	Check-in regarding readings; continued discussion of written paper: topics, questions
Assignments/Deadlines	None

Session	#5: May (TBD), 2019 *[ON CAMPUS] (3 hour seminar)*
Topic	**Using crucible moments in crises to achieve Level 5 leadership**
Inspiration	**In matters of style, swim with the current; in matters of principle, stand like a rock.** *(Thomas Jefferson)* **Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice and discipline.** *(Jim Collins)*
Competency	Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
Learning Objectives	L1. Identify and discuss different theories of leadership and their divergences from traditional management practices L2. Articulate one's own crisis leadership style, building on those observed through course materials and discussions L3. Describe the typical barriers and pitfalls that affect both new and experienced leaders as they attempt to navigate organizational crises L4. Articulate how successful organizational leaders predict, prepare for, recognize and mitigate organizational crises L5. Build upon theoretical leadership principles and practically apply them to identify and manage potential crises in complex operating environments
Required Readings	*Part 1* • Koehn, 281-367 [Bonhoeffer] • "Crucibles of Leadership" (Bennis & Thomas, HBR) *Part 2* • Koehn, 371-448 [Carson] • "Level 5 Leadership: The Triumph of Humility & Resolve" (Collins, HBR)
Class Activity	*Part 1* • Discuss Bonhoeffer chapter in Koehn • Review & discuss highlights of Bennis' & Thomas' article

	• Discuss our own crucible experiences, how we responded to them and what we might do differently today • Discuss lessons from Hurricane Katrina and how it changed the government's approach to crises *Part 2* • Discuss Carson chapter in Koehn • Review & discuss key points in Collins' article • Evaluate ourselves as leaders against Collins' framework • Debate the role of humility in successful leaders • Share personal experiences in making the transformation from Level 4 to Level 5 leadership
Assignments/Deadlines	Written Papers due 0800 EST day of class