



**Syllabus**  
**HPM 820: Organizational Leadership**  
**Theory and Practice**  
Fall 2018  
2 Credits | Online

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## Course Overview

<b>Course Description</b>	This introductory course will provide an overview of the theoretical framework for the practice of leadership in organizations leading to the application of theory and best practices in your leadership practice. We will also focus on specific leadership topics such as strategic leadership, systems thinking, team leadership, change management and developing others. We believe that you can learn <u>about</u> leadership in a course such as ours but you can <u>only really learn leadership by practicing it</u> .	
<b>Prerequisites</b>	None	
<b>Instructor(s)</b>	Edward L. Baker MD, MPH Adjunct Professor Department of Health Policy and Management Phone: Email: elbaker@email.unc.edu	Susan C. Helm-Murtagh, DrPH, MM Assistant Professor Department of Health Policy and Management 1106-I McGavran-Greenberg Phone: Email: susan.helm-murtagh@unc.edu
<b>Course Website</b>	<a href="https://sakai.unc.edu/portal/site/81a0162f-5877-4e29-a356-fc45a5a7afbc">https://sakai.unc.edu/portal/site/81a0162f-5877-4e29-a356-fc45a5a7afbc</a> . Use your ONYEN and password.	
<b>Class Days, Times, Location</b>	In addition to the two on-campus class sessions held in August 2018 and January 2019, this class will meet on most Tuesday evenings for 90 minutes. See the Course Schedule for specific dates and times.	
<b>Office Hours</b>	There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone.	
<b>Course Texts</b>	Northouse, Peter Guy. <i>Leadership: theory and practice</i> . 8 <sup>th</sup> ed. Thousand Oaks: SAGE, 2018. Print and e-book. <b>Note: The e-book version is required for this course.</b>	
	Foege, William H. <i>House on fire: the fight to eradicate smallpox</i> . Berkeley: University of California Press, 2011. Print. <b>Note: This book is to be read before the first class session on 8/14.</b>	
<b>Course Format</b>	We will combine readings from a comprehensive textbook, leader interviews, and articles from the literature with small group case study development and individual self-assessment of leadership practices and attributes. Students will provide written critiques and commentaries,	

which will be shared with classmates. The course will conclude with the development of a model of leadership practice by each student.

Students should note that, given the nature and objectives of this course, the experiences, perspectives and insights of their peers are valuable resources. As such, each member of the cohort will be expected to actively share knowledge and seek knowledge from other members through Forum postings, class discussions, and group work.

## Course Policies and Resources

### 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](mailto: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 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.
- Discussion Board** The instructor will be an active reader and will occasionally post throughout the semester. The group discussion boards will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.
- Feedback** 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 and projects 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 the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

## Student Expectations

- Appropriate Use of Course Resources:** The materials used in this class, including, but not limited to, syllabus, exams, quizzes, 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 the requested medium (email or Sakai).
- 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.
- Communication** You are expected to follow common courtesy in all communication to

include email, discussion boards, 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.

#### **Discussion Board**

You are expected to participate in the course Forum. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.

- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

#### **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**

If you are unable to complete an assignment by the due date, you must notify one of your instructors at least one week before the assignment is due. Points may be deducted from your assignment if timely advance notification is not received.

#### **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](mailto: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>.

## Competencies, Learning Objectives, and Assessment

### Map

Competencies taught in this course, learning objectives mapped to these competencies, and assignments that assess attainment of these competencies.

Competency	Learning Objectives	Assessment Assignment
DPH08. Facilitate shared decision making through negotiation and consensus-building methods.	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues.	Students will complete a group-based case analysis assignment.
DPH09. Create organizational change strategies.	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues	Students will apply change theory to their own organization/experience and share lessons learned through a reflection exercise.
DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.	L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them.  L3. Understand key principles of effective leadership.	Throughout the course, students will complete (and reflect on the results of) a series of leadership assessments, including how his or her cultural preferences differ or align with other cultures.
DPH21. Integrate ethics and professionalism into organizational and community settings.	L4. Develop a foundation for your own approach to effective leadership and your long term leadership development.	Students will complete and reflect on an assessment of ethical leadership, the Ethical Leadership Style Questionnaire (ELSQ).

### Course Assignments and Assessments

This course will include graded assignments.

Assignments	Percentages
1. Reaction Papers/Forum Entries	10%
2. Case Study	20%
3. Class participation	25%
4. Leadership Framework	35%
5. Peer Evaluation	10%
<b>TOTAL</b>	<b>100%</b>

### Grading Scale

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the table above.

<b>H</b>	92 and above	High Pass: Clearly excellent graduate work
<b>P</b>	75 - 91	Pass: Entirely satisfactory graduate work
<b>L</b>	60 – 74	Low Pass: Inadequate graduate work
<b>F</b>	Less than 60	Fail

### Assignment Descriptions

Descriptions of the assignments follow.

#### 1. Reaction Papers/Forum Entries/Leadership Assessments (10%)

These are individual assignments. You will be asked to reflect on the readings, self-assessments, case studies, interviews and other assigned materials. In some cases, you will upload a document to the Assignments tab; in others, you will be asked to post a Forum entry on the Sakai site for other students to read and comment upon. Please note that a portion of your grade for these assignments will be based on the quality of your comments to other students' posts.

For reflection papers and assessment assignments, upload your document to the Assignments tab on the course Sakai site. ***Unless otherwise noted, assignments are due by midnight EDT/EST the Sunday prior to the class session for which they are assigned.***

There are two types of Forum posts – leader-initiated and individual. For leader-initiated posts, 4-5 students (leaders) are assigned to a Forum topic; each will create an entry on the Sakai site (see assignments for each class session below for subject assignments). ***Unless otherwise noted, leader posts are due by midnight EDT/EST the Friday before the class session for which the material has been assigned. All other students should post at least one response per***

***week to the Forum entry(ies) created by the leader(s) by midnight the Sunday EDT/EST following the leader post.***

For individual posts, each student posts his or her response to the topic. ***Unless other noted, posts are due by midnight EDT/EST the Sunday before the class session for which the material has been assigned.***

Posts should be 1-2 paragraphs long, and should contribute meaningfully to the discussion.

## **2. Case Study (20%)**

***Before the class session on 09/18, the cohort will divide itself into two equally sized groups to perform the case study analysis.*** The case study can be found on the course Sakai site.

Each group must answer the questions posed at the end of the case study. Each answer must be defended with material covered in the course. The case analyses will be evaluated on the following criteria:

1. Does the case analysis reveal an understanding of relevant content in the text and other assigned materials?
2. Does the write-up make appropriate use of graphics and other visuals to convey the group's points?
3. Are the responses to the questions and the application of leadership theories and approaches well defended?

***The case study analysis is due by midnight EDT/EST Tuesday, 10/09/2018.***

## **3. Class Participation (25%)**

Students are expected to be active participants in class, to further and demonstrate their comprehension and application of the materials and content. In addition, sharing their perspectives, insights, questions and challenges enhances the learning experience for the entire cohort.

## **4. Leadership Framework (35%)**

This is the culminating exercise for the course. Each student will develop his or her own leadership framework. Given the highly individualized nature of the framework, the overall structure and length is discretionary. However, basic concepts that must be addressed include:

- Theoretical basis: Upon which model(s) are you building your framework? Why?
- Values: What core values will form the foundation of your framework?
- Maintenance: How will you keep your framework current?
- Stakeholder involvement: Who will you involve in the construction and maintenance of your framework?
- Self-assessment: How often and through what means will you get feedback on your performance as a leader?

Students will be assessed on the depth of their thought, the thoroughness of their responses to the key points outlined above, the quality of their writing (grammar, spelling, punctuation), and the effective use of graphics to illustrate concepts.

During the last four class sessions, students will each present their work in progress. This is a way for students get input from their classmates and the instructors, and to sharpen their thinking on the final written product. Typically, this portion of the assignment is done in PowerPoint. The presentations are NOT graded, as this is an opportunity for students to learn from and be inspired by others' approaches.

***The final document is due by midnight EDT/EST, 12/18/2018.***

### **5. Peer Evaluations (10%)**

Your individual peer evaluation grade will be based on the average of the evaluations you receive from other members of the cohort. Please show your colleagues the respect they deserve by completing your peer evaluations at the end of the semester.

**Course-at-a-Glance**

The instructors reserve to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
08/14/2018	Course Launch	See Course Schedule
08/21/2018	Leadership- Introduction, Traits, Skills and Behavior	See Course Schedule
08/28/2019	Applying Leadership Traits, Skills and Style to Practice	See Course Schedule
09/18/2018	Leadership Practice and Core Attributes of Leaders <i>*Case study rosters due</i>	See Course Schedule
09/25/2018	Gender and Leadership	See Course Schedule
10/09/2018	Culture and Leadership <i>*Case study analyses due</i>	See Course Schedule
10/23/2018	Leading change/developing others	See Course Schedule
11/06/2018	Leadership framework presentations	See Course Schedule
11/13/2018	Leadership framework presentations	See Course Schedule
11/27/2018	Leadership framework presentations	See Course Schedule
12/04/2018	Leadership framework presentations	See Course Schedule
12/18/2018	<i>*Final leadership framework documents due</i>	
1/2-1/5/2019 (Date /Time TBA)	Course Wrap-Up	See Course Schedule

### Course Schedule

The instructors reserve to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.

<b>08/14/2018</b>	
<b>Topic</b>	<b>Course Launch</b>
Competency addressed	DPH11. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning objectives	L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	<i>House on Fire</i> , by William H. Foegen
Other Required Resources	View Bill Friday interview
Class Discussion	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course overview</li> <li>• Syllabus review</li> <li>• MBTI discussion and group exercise</li> <li>• What does leadership mean to you?</li> <li>• What do good leaders do?</li> <li>• What did you learn about practicing leadership from Bill Friday?</li> <li>• Discuss Bill Friday’s guiding principles and best practices</li> </ul>
Assignments/Deadlines	Complete your MBTI assessment; email your results to Susan and Ed by 08/07/2018.

<b>08/21/2018</b>	
<b>Topic</b>	<b>Leadership- Introduction, Traits, Skills and Behavior</b>
Competency addressed	DPH11. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning objectives	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	<ul style="list-style-type: none"> <li>• Northouse Chapters 1-4</li> <li>• <u>Vision, Strategy, Operations and Tactics</u>, by Baker and Orton</li> </ul>

Other Required Resources	View Bill Roper interview.
Class Discussion	<ul style="list-style-type: none"> <li>• Discuss definitions of leadership</li> <li>• Discuss application of trait, skill and style approaches</li> <li>• What did you learn from Roper interview about the practice of leadership? Discuss his guiding principles and best practices.</li> <li>• Consider how you will use these insights in the development of your own leadership model</li> </ul>
Assignments/Deadlines	<p>Written assignments:</p> <ul style="list-style-type: none"> <li>• What is your preferred definition of leadership? Why? <i>Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).</i></li> <li>• Distinguish the practice of leadership and management. <i>Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).</i></li> <li>• Using the self-assessment at the end of Chapter 4, rate yourself with respect to your leadership skills or style. <i>Upload your summary result to the Assignments tab on the course Sakai site.</i></li> <li>• Choose one leadership challenge that you are facing. Begin a Forum post outlining the issue(s). Students will respond to each others' challenges with inputs and suggestions throughout the semester. This assignment is designed to create and maintain a leadership "support network" for members of the cohort, which will hopefully extend beyond this class and the DrPH program.</li> </ul>

<b>08/28/2019</b>	
<b>Topic</b>	<b>Applying Leadership Traits, Skills and Style to Practice</b>
Competency addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning objectives	<p>L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues.</p> <p>L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them.</p> <p>L3. Understand key principles of effective leadership.</p>
Required Readings	Northouse Chapters 5-9
Other Required Resources	View Leah Devlin Interview
Class Discussion	Implications for Action-Strengths and Criticisms

	<ul style="list-style-type: none"> <li>• Situational approach</li> <li>• Contingency Theory</li> <li>• Path-Goal Theory</li> <li>• Leader-Member Exchange Theory</li> <li>• Transformational Leadership</li> <li>• Discuss interview - What did you learn? Discuss guiding principles and best practices</li> <li>• Consider how you will use these insights in the development of your own leadership model</li> </ul>
Assignments/Deadlines	Choose one self-assessment at the end of these chapters and discuss the insights you gained about yourself in doing so. Feel free to share this exercise with someone else, if you wish. <i>Upload your summary result and reflection document to the Assignments tab on the course Sakai site.</i>

<b>09/18/2018</b>	
<b>Topic</b>	<b>Leadership Practice and Core Attributes of Leaders</b>
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency. DPH21. Integrate ethics and professionalism into organizational and community settings.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	<ul style="list-style-type: none"> <li>• Northouse Chapters 10, 11, 13 and 14</li> <li>• <u>Leadership and Management—Guiding Principles, Best Practices, and Core Attributes</u> by Baker</li> </ul>
Class Discussion	<ul style="list-style-type: none"> <li>• Discuss Leadership and Management- <b><u>Best practices and Guiding Principles that you can apply now</u></b></li> <li>• Focus on team leadership practices- What contributes to effective teams?</li> <li>• Consider how you will use these insights in the development of your own leadership model</li> <li>• Discuss your leadership challenge Forum posting</li> </ul>
Assignments/Deadlines	<ul style="list-style-type: none"> <li>• One representative from each case study analysis group will email the roster to both Ed and Susan.</li> <li>• Reflect on the Baker article and post your thoughts on what most</li> </ul>

	<p>resonates with you regarding guiding principles, best practices and core attributes of leadership. <i>Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).</i></p> <ul style="list-style-type: none"> <li>• Complete the Team Excellence and Collaborative Team Leader questionnaire and discuss your approach to team leadership with respect to your strengths and limitations. <i>Upload your summary result and reflection document to the Assignments tab on the course Sakai site.</i></li> <li>• Complete the Ethical Leadership Style Questionnaire (ELSQ); reflect on your score and how it will inform your leadership practice. <i>Upload your summary result and your reflection document to the Assignments tab on the course Sakai site.</i></li> </ul>
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<b>09/25/2018</b>	
<b>Topic</b>	<b>Gender and Leadership</b>
Competency addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning objectives	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	Northouse Chapter 15
Other Required Resources	View Iris Bohnet: "What Works: Gender Equality by Design"   Talks at Google
Class Discussion	<ul style="list-style-type: none"> <li>• Review of readings</li> <li>• Review of case study assignment</li> <li>• Mid-Term Course Evaluation for Susan and Ed (15 minutes at end of class)</li> </ul>
Assignments/Deadlines	<ul style="list-style-type: none"> <li>• Go to Project Implicit, and complete the Implicit Association Test (IAT) for Gender-Career. Be prepared to discuss your reactions to the test and your results in class.</li> <li>• Choose one concept from Iris Bohnet's Google Talk and, on the Forum, discuss how you can apply this to your leadership practice. <i>Each student creates an individual Forum post by midnight 09/23/2018.</i></li> </ul>

<b>10/09/2018</b>	
Topic	<b>Culture and Leadership</b>
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	Northouse Ch. 16
Class Discussion	<ul style="list-style-type: none"> <li>Review of the readings and reaction papers</li> </ul>
Assignments/Deadlines	<ul style="list-style-type: none"> <li>Written case study analysis is due by midnight EDT/EST</li> <li>Complete the Dimensions of Culture Questionnaire, and write a 2–3-page reaction paper that explains your scores in relation to your understanding of your own personal perceptions about various characteristics of culture. Describe your perceptions of the accuracy of these measures, discuss the implications of the scores for your leadership role practice, and provide specific examples to support your ideas. <i>Upload your summary results and reflection paper to the Assignments tab on the Sakai site.</i></li> </ul>

<b>10/23/2018</b>	
Topic	<b>Leading change/developing others</b>
Competency Addressed	DPH09. Create organizational change strategies.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	<ul style="list-style-type: none"> <li>Read Ch. 12 Followership</li> </ul>

	<ul style="list-style-type: none"> <li>• Read HBR article by Kotter on leading change</li> <li>• Read Baker article, <i>The Evolution of a Leader</i></li> </ul>
Other Required Resources	Review Koplan video
Class Discussion	<ul style="list-style-type: none"> <li>• Discuss Kotter model of leading change and application in practice</li> <li>• What did you learn from Koplan video regarding guiding principles and best practices, especially in team building and fostering trust?</li> <li>• How do you relate to your own development with respect to the stages noted in the Baker article?</li> <li>• Consider how you will use these insights in the development of your own leadership model</li> </ul>
Assignments/Deadlines	Discuss the Kotter model by indicating which of the steps relate to your own experience. Share lessons learned from your own experience in change initiatives. How would using this model have helped, and how will you use this model in future change initiatives? <i>Each student creates individual Forum posts by midnight 10/21/2018.</i>

<b>11/06/2018</b>	
<b>Topic</b>	<b>Leadership Framework Presentations</b>
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	None
Class Discussion	Assigned students will present their leadership framework as a work in progress. Each presenter will have a total of 25 minutes to present and take questions.
Assignments/Deadlines	Presenting students that would like assistance uploading their presentations to Adobe Connect should email their materials to Nancy Beach ( <a href="mailto:nbeach@email.unc.edu">nbeach@email.unc.edu</a> ) by 10 a.m. EST/EDT on the day of class.

<b>11/13/2018</b>	
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<b>Topic</b>	<b>Leadership Framework Presentations</b>
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	None
Class Discussion	Assigned students will present their leadership framework as a work in progress. Each presenter will have a total of 25 minutes to present and take questions.
Assignments/Deadlines	Presenting students that would like assistance uploading their presentations to Adobe Connect should email their materials to Nancy Beach ( <a href="mailto:nbeach@email.unc.edu">nbeach@email.unc.edu</a> ) by 10 a.m. EDT/EST on the day of class.

<b>11/27/2018</b>	
<b>Topic</b>	<b>Leadership Framework Presentations</b>
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	None
Class Discussion	Assigned students will present their leadership framework as a work in progress. Each presenter will have a total of 25 minutes to present and take questions.
Assignments/Deadlines	Presenting students that would like assistance uploading their presentations to Adobe Connect should email their materials to Nancy Beach ( <a href="mailto:nbeach@email.unc.edu">nbeach@email.unc.edu</a> ) by 10 a.m. EDT/EST on the day of class.



<b>12/04/2018</b>	
<b>Topic</b>	<b>Leadership Framework Presentations</b>
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership.
Required Readings	None
Class Discussion	Assigned students will present their leadership framework as a work in progress. Each presenter will have a total of 25 minutes to present and take questions.
Assignments/Deadlines	Presenting students that would like assistance uploading their presentations to Adobe Connect should email their materials to Nancy Beach ( <a href="mailto:nbeach@email.unc.edu">nbeach@email.unc.edu</a> ) no later than 10 a.m. EDT/EST on the day of class.

<b>Date TBD</b>	
<b>Topic</b>	<b>Course Wrap-Up</b>
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	L1. Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. L2. Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. L3. Understand key principles of effective leadership. L4. Develop a foundation for your own approach to effective leadership and your long term leadership development.
Required Readings	TBA
Class Discussion	TBA
Assignments/Deadlines	TBA