



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPM 610

Practice Application Journaling-6 (Self-Leadership Assessment)

(No. Credit Hours: .5)

Department of Health Policy and Management

Gillings School of Global Public Health

Syllabus Summer / 2017

Online – SAKAI Course Site

Meeting with instructor by scheduled appointment.

Instructor:	Bill Gentry	TA:	
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Office hours:	M-W 1:00 – 4:00pm OR By appointment	Office Hours:	

Course Overview

This course is the sixth and final of six field-based Journal Practica in which students monitor their learning processes, identify where knowledge and skills learned in courses are helpful and relevant to areas of their professional responsibility, and apply that knowledge and those skills to actual work situations. These entries will also help identify knowledge and skills that students feel need improving. The Journal Practicum is the opportunity for students to grow professionally by thinking carefully about what they need to learn, and how they can apply—and have applied—what they have learned. This course partially fulfills the practicum requirement for Executive Master's degrees.

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>HPM Competencies</i>
1.	To complete a planned, supervised, and evaluated reflective practice experience	Interpersonal/Cultural Awareness, Professional Development
2.	To gain insights that relate to the function and performance of the student's current work environment	Interpersonal/Cultural Awareness, Political Savvy, Strategy Management
3.	To develop an understanding of one's weaknesses and strengths in being persuasive	Self-Mastery, Professional Development
4.	To enable the student to embark on a journey of personal transformation, and to understand the dynamics of self-leadership assessment.	Self-Mastery, Professional Development, Strategic Management, Innovation

Resources: (e.g., website, text, articles, web sources, other resources, etc.)

Website: HPM 610 has its own website using Sakai software (<http://sakai.unc.edu>)

Text: Deep Change: Discovering the Leader Within, Robert E. Quinn, 2012

Requirements and Expectations: (e.g., discussion forums, class participation, cell phones and laptops, etc.)

Book Review: Students will read and post approximately four assignments related to the semester's assigned leadership book, specifically reflecting on the content of the book, as well as its applicability to her/his personal development and professional work. Due dates will be posted on the Sakai calendar, and Discussion site, for the course.

Course Applications: Students will post a reflection on the application of the insights and skills acquired in HPM 710 and 734-735 to their work situation. Due date will be posted on the Sakai calendar, and Discussion site, for the course.

Instructor Feedback: The students' applications of learning to practice will be reviewed throughout the semester by the course instructors, who will provide feedback and practical suggestions to each assignment, as appropriate.

Evaluation / Grading: (e.g., grade components, grading scale, exams, evaluation criteria, etc.)

- Journal instructors will monitor the timely submission of assignments.
- Instructors will comment on the book assignment postings, as well as the application postings, through the “Private Message” mechanism within the Sakai site. They will look for thoughtful and appropriate responses to the assignment questions; relevance of written responses to the student’s work situation; clear and logically written statements.
- Individual assignments will not be graded.
- Course grade will be determined as follows:
- It is expected that all students will earn a P for this course.
- A preponderance of exceptionally well-written assignments—content and quality of writing—will earn an H for the course.
- Consistent late submission and/or a preponderance of assignments that are nonresponsive to directions will earn an L for the course.

Component	% of Grade
Journal Assignments	80
Course Application	20

Recognizing, Valuing, and Encouraging Diversity:

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Disability Accommodation

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), <http://accessibility.unc.edu>; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

UNC Honor Code:

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (<http://instrument.unc.edu>).

Course Evaluation:

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. For Fall 2014, the system will be open for students to complete evaluations from Nov. 28 and 11:59 p.m. on December 10, 2014 (EST, US)

Course Schedule (include with the syllabus)

HPM 610 Schedule

Book Review & Course Application (SAKAI course site)

Assignments

Assignment 1

Deep Change (Chapters 1-4)

Post a response to **ONE** of the questions below (total of **250 words or less**):

Identify the three most significant personal changes you have ever made. Select one and discuss assumptions you had to change, and how you were forced to leave your comfort zone. **Identify one action that you will take based on what you learned from this experience.** (Chapter 1)

Think of a current change effort in your organization that is in the telling, coercing, or forcing stage. What do you predict will happen next? **Identify one action that you will take based on what you learned from this situation.** (Chapter 3)

OR

Deep Change (Chapters 5-8)

Post a response to **ONE** of the questions below (total of **250 words or less**):

Give an example of a group or organization that has gotten trapped in the *logic of task pursuit*. **Identify actions that could have been taken to avoid this..** (Chapter 6)

What is the relationship between unconditional confidence and the concept of leadership. **Discuss what you can do to increase your unconditional confidence and strengthen your leadership skills.**(Chapter 8)

Assignment 2

Deep Change (Chapters 9-12)

Post a response to **ONE** of the questions below (total of **250 words or less**):

- List the major coalitions in your organization/unit, and indicate which one you think is dominant. **Discuss how that coalition might be influenced (by noncoalition member[s]).** (Chapter 10)
- Elaborate on the statement, "Culture change starts with personal change." **Give personal and organizational examples.** (Chapter 11)

OR

Deep Change (Chapters 13-16)

Post a response to **ONE** of the questions below (total of **250 words or less**):

- Brubaker argues: "Every warden puts new paint on the walls, but the system stays the same." Does this statement apply to your organization or unit? **Discuss in terms of Quinn's paradigms** of organizational life (table 14.1, p. 123). (Chapter 14)

Outline a program that would help people in your organization/unit feel more empowered. (Chapter 15)

Assignment 3

Deep Change (Chapters 17-20)

Post a response to **ONE** of the questions below (total of **250 words or less**):

- Identify a problem in your organization/unit that fits some stage of figure 18.1 (p. 168). **Discuss next steps in the process of addressing and resolving the problem.** (Chapter 18)
- Consider implementing *either* cultural analysis *or* the index card exercise in your organization/unit. **Discuss why you selected the activity you did, what you think the outcome would be, and how you feel it would contribute to organization effectiveness.** (Chapter 20)

OR

Deep Change (Chapters 21-23)

Reread the section headed, "A CEO Finds a Vision" (pp. 200-210). Indicate (in a bulleted list) five insights that apply to your organization and its vision. Select one insight and discuss an action that the organization could take, and a deep change that could result, based on that insight and action.

Post your response (total of **250 words or less**) on this Discussion site. (Chapter 21)

Course Application: HPM 710 and Capstone, HPM 734-735

Reflect on **at least two** of the following, for **each course**:

- Insights gained from course content that relate to the function and performance of your current or past work environment
- Applications of knowledge or skills learned from the course to normal duties carried out in your current or past work environment
- Changes or improvements implemented, along with estimates of either cost savings or quality improvement, made as a result of knowledge or skills learned from the course
- Applications of the course to current public health trends or topics

This post should be **no longer than 125 words**, for **each course**.