COURSE SYLLABUS
Summer 2023

COURSE TITLE:
Developing Leadership Capabilities in Respiratory Care

COURSE NUMBER:
RESP 4133-X30

COURSE DESCRIPTION:
The focus of this lecture course is to introduce students to leadership theories in healthcare. This course provides a foundation for future healthcare leaders. Students are exposed to a series of alternative leadership perspectives, including collaborative models. Topics include: defining leadership, interdisciplinary and interprofessional working, communication and leadership, and leadership for change.

CREDITS:
3 credits

COURSE INSTRUCTOR:
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OFFICE HOURS:
By appointment
Please send messages to me via my university email mary.owen@msutexas.edu

AUDIENCE:
Distance Respiratory Care Students

COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:
1. Define Leadership
2. Recognize the importance of clinical leaders in clinical practice
3. Analyze and compare leadership theories
4. Define concepts of interdisciplinary leadership teams
5. Identify one's own strengths and weaknesses as a leader or future leader
6. Apply theoretical leadership concepts and prepare solutions in the healthcare setting

REQUIRED TEXTS:
Ledlow, G.R., & Coppola, M.N. Leadership for Health Professionals: Theory, Skills and Applications, 3rd Edition.

EMAIL / NEWSFEED REQUIREMENTS:

You are required to access and review your emails as well as D2L Newsfeeds on a regular basis. I will often email the entire class with updates regarding your discussions, projects, and assignments. It is your responsibility to check your email regularly to prevent the possibility of missing important information that I may be relaying to you.

COURSE TOOLS:

1. **Syllabus**---Contains the syllabus.
2. **Additional Readings**---For the electronic files of handouts for the course.
3. **Discussion Boards**---Here you will post your discussion assignments throughout the semester. Discussion and dialogue, allows you to post questions, or comments related to the course.
4. **Web Links**---You will find useful information that will link you to online respiratory research databases and additional information.
5. **Tests**—Here, you will find your 4 semester exams. All exams are timed, and you may only take the exam once.
6. **Email---** My university email address is mary.owen@msutexas.edu. This is my preferred method of communication. I will check my email periodically throughout the day (Monday – Friday) (8am – 5pm). If you send an email after 5pm during the week or on the weekends, do not expect an immediate response. Those emails sent after hours will be responded to the following day, and those sent on the weekends will be responded to the following Monday.

MISSED QUIZZES, OR OTHER GRADED ITEM POLICY:

Anything not completed and handed in on time will be subjected to a "0" for that specific grade. Please talk with your professor, prior to the due date, regarding circumstances that may prevent you from completing an assignment. All assignments must be completed by 11:59pm of the due date.

APPROXIMATE GRADING SCALE:

90-100 Points   A
80-89   B
75-79   C
60-74   D
< 60   F

A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C will prevent the student from progressing in the program.

GRADED ITEMS AND GRADE DETERMINATION:

Assignments	Grade Percentage
Discussion Boards	20%
Quizzes	40%
Interview Project	15%
Leadership Essay	15%
Homework Assignments	10%

CLASS PARTICIPATION:

Class participation is an integral part of this online course. There are numerous activities that require each student to post opinions from the readings, research, or in response to the discussion by others. You are expected to participate actively in and contribute to the learning experience in this course. Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other learners in the course. Participation may include responding to questions and issues posed by other

learners. Non-substantive comments, irrelevant comments, and comments of the nature of "I agree" or "I disagree" (unless the latter two are elaborated upon to make them substantive) do not count towards meeting the participation requirement. You are expected to participate each academic week.

DISCUSSION BOARDS:
Discussion content and questions will be posted on certain weeks throughout the semester. You can see the weeks that will include a discussion assignment on the course schedule within the syllabus. During the weeks that include discussions, an initial post must be submitted by Wednesday at 11:59pm. Two substantial responses must be made within the discussion board by Sunday at 11:59pm. Each discussion has a max point value of 6 points. 2 points will be given for your initial post and 2 points will be given for each of your 2 response posts. You can find the discussion board expectations and grading rubric below. The Discussion Board will account for 20% of your final grade.

In all discussion boards students are expected to:

1. Raise thoughtful questions

2. Incorporate content from readings

3. Build on the ideas of others

4. Synthesize across readings and discussions

5. Expand the class' perspective

6. Appropriately challenge assumptions and perspectives

7. Use citations to support post in proper APA format

8. Initial post should be at least **200 words** (approximately 1/2 page); read and respond to two classmate's posts as appropriate using 3), 4), and 6) as guiding elements (avoid "I agree" or "good post" type comments)

9. Follow Discussion Board Netiquette: Click here for more info on DB Netiquette

6 points	5 points	4 points	3 points	2 points	1 Point	0 points
Participates in discussion board appropriately and always contributes to the discussion in the aforementioned ways meets all of the criteria items 1-9	Participates in discussion board regularly and often contributes to the discussion in the Aforementioned ways. Lacks 1 -2 of the ways listed.	Participates in discussion board regularly and sometimes contributes to the Discussion in the aforementioned ways. Lacks 3-4 of the ways listed	Participates in discussion board sporadically but does contribute to the discussion in the aforementioned ways. Lacks 5-6 of the ways listed.	Participates in the discussion board sporadically & rarely contributes to the discussion in the Aforementioned ways. Lacks 7 or more of the ways listed.	Posts to the discussion board at the last minute. Due to time of post there is little or no opportunity for others to provide input.	Does not participate in the discussion board. Only reads the posts of others.

QUIZZES:
There will be a total of four quizzes, which will cover several chapters within the text. Students are expected to analyze and apply their education knowledge during these quizzes. Quizzes are located under assessments. You may use learning resources to help you with the quizzes; however, the quizzes are timed and may only be taken once. 100 minutes for each 25-question quiz. Quizzes/Exams account for 40% of your grade, each quiz/exam being worth 10%.

How do you go about becoming a better leader?

For many, if they're honest, the answer to that question would be they 'wing it'. It just happens. The problem is, it doesn't '*just happen*'. Growth in leadership takes intentionality. It takes effort and hard work. When your leadership growth is haphazard, the net result is haphazard leadership. The reason being, your capacity to lead is directly related to your capacity to grow. When you stop growing, your leadership potential is stifled. This doesn't have to be the case. There are countless books, podcasts, and conferences that can help keep you growing and expanding as a leader. But another great way to grow is to ask other leaders meaningful questions. It may sound simple, but asking questions, and listening to the answers, can radically change the way you lead. If you're mindful, you'll soon discover leaders all around you that you can learn from. It doesn't matter if they're "better" than you, or "worse". It doesn't even matter if they have a huge amount of influence, or not. What matters is your ability to engage in the act of listening and learning. From a great leader, you can learn what to do. From a "bad" leader, you can learn what <u>not</u> to do.

So, where do you begin?

Start by deciding to be intentional. Always be on the look-out for leaders you can interact with, then start asking questions. Depending on the person you would like to converse with, you may not have the opportunity to have a face to face conversation without an appointment, so make an appointment. I am sure most of you already have an idea of who you would like to interview, but in some instances, it may be good to think outside the box and find a leader that could bring good insight and information to you.

What questions do I ask?

If you're stuck for what to ask, here's a list of 20 meaningful questions that are sure to kick-start your own ideas for other questions;

1. Have you always been a leader? Do you think leadership is personality driven? In what ways have you developed and was this intentional?
2. How do you go about learning and growing as a leader? How do you ensure you don't stagnate?
3. Do you listen to podcasts, read blogs or books? Would you have any speakers, writers, authors, or resources that you can recommend?
4. Who is the one person that has had the biggest impact on your leadership over the years? How did they impact your life?
5. What does your daily routine look like? Do you have habits that you are "religious" about?
6. What behavior, or character traits, would you recommend engaging in and developing, to ensure a long and successful leadership career?
7. How many hours do you work in an average week? How do you manage your time with all your various responsibilities? How to you prioritize family/career?
8. Do you have any specific advice for someone going into a position of authority for the first time?
9. How do you go about making decisions? Do you have any advisors, or do you make decisions on your own? Do you have a process, or is it different each time?
10. How have you handled times of criticism, opposition, or failure? Can you tell me about a time you've handled it well, and one that you've handled not so well?
11. How do you stay motivated and inspired? Are there any tips you can give to help in this area especially over the long haul?
12. Do you have a specific vision you are working towards? What is it and how has it changed over the years?
13. How do you build teams, get people on board and enthusiastic about your vision? Do you set aside specific time to cast the vision, or does this happen along the way?
14. How do you encourage creative thinking and a pro-active mindset in those you lead?
15. How do you ensure a high level of excellence is consistently attained?
16. Where do the best ideas come from for you and your organization?
17. How do you go about choosing people to become leaders? What are the core attributes you are looking for?
18. Is there one mistake you see leaders make regularly? What is it?
19. What is your greatest weakness as a leader?
20. What is your greatest strength as a leader?

Before you ask anyone, the above questions answer them yourself. That way you'll actively think through how you currently lead. When a leader gives you an answer you'll already have something to compare it with.

You'll be positioned well to engage in an authentic conversation.

The list is by no means complete. There are obviously many great questions worth asking. Those listed are intended to get your own imagination going.

The intent of this project is to share ideas and advance student knowledge of leadership development from multiple perspectives through an interview process. You will be required to evaluate leadership development from the perspective of someone already in a leadership role. Although a leader within a healthcare organization would be optimal, it is not required that the leader be from the healthcare setting. You will be required to submit a presentation of your liking that encompasses the findings from your interview. You will be required to ask and have responses to a minimum of 15 questions. You will need to submit a Power Point that lists the questions you asked during your interview along with the answers you received. 1 slide per question/answer. You need to include a summary that explains the overall experience of the interview along with the things that you learned during the interview process. The Interview Project is to be submitted by **July 23rd** at 11:59pm. You will submit your project in 2 places. One is to be submitted in the Dropbox. One is to be submitted in the discussion board under the Interview Project discussion post. You will each be required to evaluate 2 of your classmates' projects, critique them and provide feedback. Give insightful information to your peers. Your feedback evaluating your classmates' projects is to be submitted by **July 30ᵗʰ**. **CONFIDENTIALITY: The confidentiality of those you are interviewing is paramount. Under no circumstances, are the names of those being interviewed as well as the names of the organizations they work for, to be disclosed. You may describe the type of facility they work at, but no names are to be given.**

LEADERSHIP ESSAY:

In essay format, explain your leadership style, principles, and foundational skills as related to leadership assessment instruments discussed in Chapter 2, using at least 4 of the assessments. Produce results of at least 4 leadership-related assessments, apply those results to your leadership persona, and attach the results to your essay. Based on Self-Assessments of your personality style, leadership style, principles, and foundational skills, devise a plan to improve your weaknesses while leveraging or enhancing your strengths. This essay will consist of 2-3 pages of material in addition to the attached assessment results. I do expect well written essays that are in APA format. A rubric for the essay will be used for a grading guideline. This essay will be due no later than **July 9th** at 11:59pm. The leadership essay is worth 15% of your final grade.

HOMEWORK ASSIGNMENTS:

The homework portion of your grade includes a couple of simple, yet necessary components of the course.

- First, by the end of the third week, you will need to complete the Myers Briggs Type Indicator Test. I will have a link to the test as well as a dropbox for you to submit your results. The Myers Briggs Test is due no later than **June 25th** at 11:59pm.

- Second, is the Leadership Legacy Assessment Test that is to be completed during the ninth week and is due no later than **August 6th** at 11:59pm. There is a link in the assignment and you will submit your results in the dropbox.

American Disabilities Act (ADA)

Midwestern State University (MSU) does not discriminate on the basis of an individual's disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility, and employment of individuals in programs and activities. MSU provide academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. For assistance call (940) 397-4618 or 397-4515. Please see the instructor outside of class to make any arrangements involving special accommodations. It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required.

For more information regarding Disability Services at MSU, please click here: Disability Services

ACADEMIC HONESTY:

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited") whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will **not be tolerated**, whether intentional or not.

Use of Artificial Writing Generators: The use of any artificial writing generator (ex: Chat GPT) is strictly prohibited. The use of artificial writing generators can and will be deemed a violation of the university's honor system. Any or all parts of a written assignment identified as having elements of writing attributed to an artificial writing source will automatically receive a zero (0) for a grade. Students will not be allowed to make up those assignments. This program uses software that detects AI generators. For more policy information regarding cheating and plagiarism, see the Honor System section in this syllabus.

Student Honor Creed:

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed. Written and adopted by the 2002-2003 MSU Student Senate.

Honor System:

All components of this course are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared, copied, or plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission. Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism.   Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

***Research papers and projects must be original work for each course assignment. The faculty will not accept a submission that has been or is being submitted for another course. No Exceptions!

PLEASE NOTE: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism. The MSU Code of Student Conduct can be found in the MSU Student Handbook, which can be found here: Student Handbook

Below, you will find the course schedule as well as each week's assignments divided into modules. The same content will be in each D2L module as well. I suggest printing a copy of the course schedule and each module below to help you stay organized and submit your assignments by the deadlines.

Dates	Text	Discussion	Assignment	Quizzes
Week 1 **June 5 – June 11**	Chapter 1	First Post by <u>Wednesday</u> @ 11:59pm Response posts by <u>Sunday</u> @ 11:59pm		
Week 2 **June 12– June 18**	Chapter 2 Chapter 3			Chap 1,2,3 Quiz Closes Sunday @ 11:59pm
Week 3 **June 19 – June 25**	Chapter 5	First Post by <u>Wednesday</u> @ 11:59pm Response posts by <u>Sunday</u> @ 11:59pm	Due Sunday by 11:59PM **Myers Briggs**	
Week 4 **June 26 – July 2**	Chapter 6 Chapter 7			Chap 5,6,7 Quiz Closes Sunday @ 11:59pm
Week 5 **July 3 – July 9**			Due Sunday by 11:59PM **Leadership Essay**	
Week 6 **July 10 – July 16**	Chapter 9 Chapter 10	First Post by <u>Wednesday</u> @ 11:59pm Response posts by <u>Sunday</u> @ 11:59pm		Chap 9,10 Quiz Closes Sunday @ 11:59pm
Week 7 **July 17 – July 23**			Due Sunday by 11:59PM **Interview Project**	
Week 8 **July 24 – July 30**	Chapter 13 Chapter14	Interview Project Feedback		

Week 9 July 31 – August 6	Chapter 15	First Post by Wednesday @ 11:59pm Response posts by Sunday @ 11:59pm	Due Sunday by 11:59PM **Leadership Legacy**	
Week 10 Aug 7– *Aug 9*				Chap 13,14,15 Quiz Closes **WED@** 11:59pm

Module 1 - Week 1
Leadership Thought

Learning Objectives

1. Outline why the study of leadership is important to professionals in the health industry and what the challenges in the industry requiring quality leadership are.
2. Explain and give examples of leadership as compared with management, and state why health organizations need both leaders and managers.
3. Relate and discuss the application of a prescriptive leadership model compared to a descriptive leadership model.
4. Distinguish the phases of leadership thought from ancient to modern times, and identify unique characteristics associated with each of these phases.
5. Relate the phases of leadership thought to modern leadership practices and research.
6. Evaluate the health industry's need for leadership today and into the next decade.

Learning Activities and Assignments

- **Read Leadership Text Chapter 1**

- **Introductions**

 Please introduce yourself to the class. Tell us a bit about what you are doing (clinical setting), what you like to do outside of work, and why you decided to work on this degree. Please post a picture of yourself as well so that I can put a face to the name! No response posts to introductions are needed

- **Discussion 1**

What is your evaluation of the health industry's need for leadership today and into the next decade? Which specific leadership knowledge, skills, and abilities are particularly important today?

  ⭘ Remember – Your first post is due by Wednesday at 11:59pm. Then your response posts (at least 2 more postings) are due by Sunday at 11:59pm. 6 points possible

Determining Your Own Leadership Style

Understanding Leadership as a Theory

Learning Objectives

1. Name and describe at least four assessments related to leadership.

2. Explain your personality type, leadership style, principles, and foundational skills as informed by leadership and leadership-related assessment instruments.

3. Produce results of at least four leadership related assessments and prepare and apply those results to your leadership persona.

4. Identify and distinguish your leadership style, principles, and foundational skills (both strengths and weaknesses) based on the results obtained from leadership-related assessment instruments.

5. Based on self-assessments of your personality type, leadership style, principles, and foundational skills, devise a plan to improve your weaknesses while leveraging or enhancing your strengths.

6. Describe why the study of theory is important in the study of leadership in health organizations.

7. Demonstrate the utility of theory in the study of leadership, leadership principles, and leadership applications.

8. Justify and defend the constructs in a simple model of leadership.

Learning Activities and Assignments

*   **Read Leadership Text Chapters 2 & 3**

*   **Quiz One –Chapters 1,2,3**
    The quiz is in multiple-choice format. The assessment will test knowledge learned in the text book readings and PowerPoint lectures. You will have approximately four (4) minutes per question for a total of 100 minutes per quiz. This time allotment is a guideline to help with test completion. Some questions may take less time; some questions may take a bit more time. Students should not depend on a D2L clock to track the time. Many students report success with setting a kitchen timer to ring when there are 5 minutes left. This allows you time to review your answers and submit without penalty.   **Quiz closes on June 18th @ 11:59 pm.**

    Module 3 Week 3 Leadership Competence I: Professional Competencies, and Personal Skills and Responsibilities

Learning Objectives

1. Describe the complexity of the health industry in terms of workforce, environment, and societal expectations, and explain how a health leader's mastery of competencies, influence processes,

motivation, interpersonal relationships, and communication capabilities is necessary to successfully navigate that complexity.

2. Explain how the complexity of the health workforce may lead to communication failure and conflict and summarize the use of quality communication and conflict management skills to successfully motivate subordinates, build interdisciplinary teams, and lead a health organization based on commitment rather than compliance or resistance.

3. Analyze the health leader competencies in terms of the knowledge, skills and abilities discussed in this chapter, differentiating the competencies described here with those not discussed; support your assessment.

4. Evaluate competencies (knowledge, skills, and abilities) found in leadership practice concerning situational assessment, interpersonal relationships, influence processes, motivation, and communication necessary to successfully lead health organizations; support your evaluation.

Learning Activities and Assignments

- **Read Leadership Text: Chapter 5**

- **Discussion 2**
  Explain how the complexity of the health workforce may lead to communication failure and conflict. Summarize ways to use quality communication and conflict management skills to successfully motivate subordinates, build interdisciplinary teams, and lead a health organization based on commitment rather than compliance or resistance.

  - ⭘ Remember – Your first post is due by Wednesday at 11:59pm. Then your response posts (at least 2 more postings) are due by Sunday at 11:59pm. 6 points possible

- **Myers Briggs**
  You will need to complete the Myers Briggs Type Indicator Test. A link to the test is here and in the assignment description as well as a dropbox for you to submit your results. The Myers Briggs Test is due no later than June **25th** at 11:59pm.

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Module 4-Week 4
Leadership Competence II: Application of Skills, Tools & Abilities
Leadership Assessment & Research: Individual, Team, & Organization

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Learning Objectives

1. Describe planning, decision making, and training in health organizations and provide examples of each.
2. Summarize the planning process and the decision-making process within the context of leadership.
3. Apply and relate at least two different decision-making models to a leadership situation.
4. Differentiate the levels or components of the planning process and distinguish each level or component from the others.
5. Plan and design a quality improvement program based on a system of rational decision making for a health organization.

6. Describe the cycle of leadership and identify knowledge, skills, and abilities at each stage of the cycle that contribute to understanding health leadership development.

7. Compare a great group or team with one in a groupthink situation and one that is ineffective; distinguish how a health leader performs in each of these group or team situations. 8. Evaluate health leader development

Learning Activities and Assignments

- **Read Leadership Text Chapters 6 & 7**

- **Quiz Two – Chapters 5,6,7**
  The quiz is in multiple-choice format. The assessment will test knowledge learned in the text book readings and PowerPoint lectures. You will have approximately four (4) minutes per question for a total of 100 minutes per quiz. This time allotment is a guideline to help with test completion. Some questions may take less time; some questions may take a bit more time. Students should not depend on a D2L clock to track the time. Many students report success with setting a kitchen timer to ring when there are 5 minutes left. This allows you time to review your answers and submit without penalty.   **Quiz closes on July 2nd @ 11:59 pm.**

Module 5 – Week 5

Learning Activities and Assignments

- **Leadership Essay**
  In essay format, explain your leadership style, principles, and foundational skills as related to the leadership assessment instruments discussed in Chapter 2, using at least 4 of the assessments. Produce results of at least 4 leadership-related assessments, apply those results to your leadership persona, and attach the results to your essay. Based on Self-Assessments of your personality style, leadership style, principles, and foundational skills, devise a plan to improve your weaknesses while leveraging or enhancing your strengths.
  This essay will consist of 2-3 pages of material in addition to the attached assessment results. I do expect well written essays that are at a collegiate level of writing. A rubric for the essay will be used for a grading guideline and can be found at the end of the syllabus. This essay will be due no later than **July 9** at 11:59pm. The leadership essay is worth 15% of your final grade.

Module 6-Week 6
Leadership & The Complex Health Organization
Ethics in Health Leadership

Learning Objectives

1. Identify the strategic direction elements of the strategic plan, identify the other elements of the strategic and operational plan, describe each of these elements in summary, and outline what internal and external environmental factors influence the strategic plan.
2. Distinguish the levels of organizational culture and summarize the actions and behaviors a health leader would perform to change organizational culture proactively and positively.
3. Predict and relate how strategic planning can positively influence organizational culture, the internal environment, and how does strategy selection (competitive, adaptive, etc....) reinforce those changes to organizational culture and the internal environment.
4. Analyze how external and internal environmental factors influence the strategic plan and the organizational culture of a health organization.
5. Apply at least two ethical frameworks/Distributive Justice Theories, with examples of moral practice of a leader, to an ethical issue in a health organization.

Learning Activities and Assignments

- **Read Leadership Text Chapters 9 & 10**

- **Discussion 3**
  What available options does a leader in a health organization have to develop an integrated system of ethics and moral practice? What would be the potential impact of each option regarding appropriate ethical adaptation across the organization? Is treatment by ability to pay moral? Are treatment decisions based on a patient's age moral? Are ability to pay or age treatment decisions moral?
  - ⭕ Remember – Your first post is due by Wednesday at 11:59pm. Then your response posts (at least 2 more postings) are due by Sunday at 11:59pm. 6 points possible

- **Quiz Three – Chapters 9 & 10**
  The quiz is in multiple-choice format. The assessment will test knowledge learned in the text book readings and PowerPoint lectures. You will have approximately four (4) minutes per question for a total of 100 minutes per quiz. This time allotment is a guideline to help with test completion. Some questions may take less time; some questions may take a bit more time. Students should not depend on a D2L clock to track the time. Many students report success with setting a kitchen timer to ring when there are 5 minutes left. This allows you time to review your answers and submit without penalty.   **Quiz closes on July 16 @ 11:59 pm.**

Module 7-Week 7

Learning Activities and Assignments

- **Interview Project**

The intent of this project is to share ideas and advance student knowledge of leadership development from multiple perspectives through an interview process. You will be required to evaluate leadership development from the perspective of someone already in a leadership role. Although a leader within a healthcare organization would be optimal, it is not required that the leader be from the healthcare setting. You will be required to submit a presentation of your liking that encompasses the findings from your interview. You will be required to ask and have responses to a minimum of 15 questions. You will need to submit a Power Point that lists the questions you asked during your interview along with the answers you received. 1 slide per question/answer. You need to include a summary that explains the overall experience of the interview along with the things that you learned during the interview process.

The Interview Project is to be submitted by **July 23** at 11:59pm. You will submit your project in 2 places. One is to be submitted in the Dropbox. One is to be submitted in the discussion board under the Interview Project discussion post.

You will each be required to evaluate 2 of your classmates' projects, critique them and provide feedback. Give insightful information to your peers. Your feedback evaluating your classmates' projects is to be submitted by **July 30th** .

The grading rubric for the interview project can be found at the end of the syllabus.

Module 8- Week 8

Complexity, Speed, & Change: Leadership Challenges for the Next Decade
Leadership: A Critical Factor for the Future Success of the Industry

Learning Objectives

1. Describe and outline issues related to globalization, power, followership, and culture change from a health leader's perspective.
2. Give examples of tools a health leader can utilize to change and adapt culture in the health organization.
3. Relate global leadership style differences and similarities using appropriate constructs to transformational leadership practices.

4. Analyze a health leader's use of power as it relates to followership, culture change, and knowledge management.
5. Explain the attributes of an efficient supply chain and revenue management system.
6. Relate leadership, leading people and managing resources, to efficient, effective, and efficacious direction of the supply chain and revenue management systems.
7. Identify and assess the key principles of leadership, leading people, managing resources, that apply to developing and improving health systems.

8. Combine three leadership theories or models combined with actions that assist in leading health systems.

Learning Activities and Assignments

- **Read Leadership Text Chapters 13 & 14**

- **Discussion - Interview Project Feedback – Due by Sunday 11:59pm.**

Module 9-Week 9
Leading Nonperforming Employees: Leadership Responsibility

Learning Objectives

1. Describe the importance of dealing with non-performing employees in the workplace.
2. Distinguish between the different types of non-performing employees in the organization.
3. Relate progressive strategies for moving non-performing employees towards a more productive posture within the organization and predict outcomes of each strategy.
4. Diagram and differentiate the steps, progressive action from initial to termination, a leader should take when confronting non-performing employees.
5. Categorize and summarize methods for implementing Continuing Education (CE) in the organization.
6. Appraise and evaluate the risk management issues associated with dismissing an employee and/or asking them to engage in performance improvement plans.

Learning Activities and Assignments

- **Read Leadership Text Chapter 15**

- **Discussion 4**
  Dealing with nonperforming employees is as unique as an individual's leadership style. How would you begin by informing an employee of non-performing behavior? What prompts you to start this way? How does the initiation of your leader actions work with your leadership styles (consider the self-assessments from Chapter 2 of this text)?

  ○ Remember – Your first post is due by Wednesday at 11:59pm. Then your response posts (at least 2 more postings) are due by Sunday at 11:59pm. 6 points possible

- **Leadership Legacy**
  Leadership Legacy Assessment Test is to be completed and is due no later than **August 6th** at 11:59pm. There is a link in the assignment as well as here and you will submit your results in the dropbox.

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Putting it All Together

Learning Activities and Assignments

- **Quiz Four – Chapters 13,14,15**
  The quiz is in multiple-choice format. The assessment will test knowledge learned in the text book readings and PowerPoint lectures. You will have approximately four (4) minutes per question for a total of 100 minutes per quiz. This time allotment is a guideline to help with test completion. Some questions may take less time; some questions may take a bit more time. Students should not depend on a D2L clock to track the time. Many students report success with setting a kitchen timer to ring when there are 5 minutes left. This allows you time to review your answers and submit without penalty. **Quiz closes on August 9th@ 11:59 pm.**

Interview Project Rubric:

Criteria	Level 5 5 points	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Organization	Project is perfectly organized and extremely detailed. This project is exemplary in focus and providing information to the reader.	Has a well-organized and detailed project that catches audience's interest; maintains focus throughout; summarizes main points	Project that is mostly organized; provides adequate "road map" for the listener	Project is heading in the right direction yet is lacking the necessary organization. Difficult to follow at times.	Has irrelevant and/or unorganized statements; gives listener no focus or outline of the presentation
Content	Content, substance, and source material are considered exemplary throughout presentation.	Demonstrates substance and depth; is comprehensive; shows mastery of material	Covers topic; uses appropriate sources; is objective	Does not give adequate coverage of topic; lacks sources	No content of substance is presented within this project.
Grammar/Mechanics	Presentation is presented with no grammatical, sentence structure, spelling, or punctuation errors.	Sentence form and word choices are appropriate. Punctuation grammar, spelling, and mechanics are appropriate	Some mistakes in sentence form and word choices. Makes a few grammar, spelling, and mechanical errors.	Numerous grammatical and sentence structure errors noted throughout presentation.	Sentence form and word choices are unacceptable; Punctuation grammar, spelling, and mechanics are unacceptable
Assignment Specific Criteria	Project completely captures the appropriate research. All aspects of the assignment are superbly responded to.	Responds to all aspects of the assignment; Documents research appropriately; considers appropriate audience	Responds to some aspects of the assignment; has some mistakes in research documentation	Lacking substance within research and is minimally associated with projected audience.	Does not give adequate coverage of assignment; does not document research appropriately; does not consider appropriate audience
Proper Interview Process	Demonstrates superior quality in the form of questioning for the interview process, including the required number of at least 10 questions.	Demonstrates good quality in the form of questioning for the interview process, including the required number of at least 10 questions.	Demonstrates average quality in the form of questioning for the interview process, including the required number of at least 10 questions.	Demonstrates poor quality in the form of questioning for the interview process. Does not meet the minimum requirement of 10 questions.	Completely lacking the question process of the interview.
PEER Submission Evaluation	Correctly submitted project to the dropbox and provided superior feedback to two classmate's projects.	Correctly submitted project to the dropbox and provided quality feedback to two classmate's projects.	Correctly submitted project to the dropbox but did not provide feedback to two classmate's projects.	Did not submit project to the dropbox yet provided feedback to two classmate's projects.	Did not submit project to the dropbox and did not provide feedback to two classmate's projects.

Overall Score	Level 5 24 or more	Level 4 19 or more	Level 3 14 or more	Level 2 9 or more	Level 1 0 or more

Leadership Essay Rubric:

Criteria	Level 5 5 points	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Assignment Specific Criteria	Paper completely captures the appropriate research. All aspects of the assignment are superbly responded to.	Responds to all aspects of the assignment; Documents research appropriately; considers appropriate audience	Responds to some aspects of the assignment; has some mistakes in research documentation	Lacking substance within research and is minimally associated with projected audience.	Does not give adequate coverage of assignment; does not document research appropriately; does not consider appropriate audience
Organization	Paper is perfectly organized and extremely detailed. This paper is exemplary in focus and providing information to the reader.	Has a well-organized and detailed paper that catches audience's interest; maintains focus throughout; summarizes main points	Paper that is mostly organized; provides adequate "road map" for the listener	Paper is heading in the right direction yet is lacking the necessary organization. Difficult to follow at times.	Has irrelevant and/or unorganized statements; gives listener no focus or outline of the paper
Content	Content, substance, and source material are considered exemplary throughout paper.	Demonstrates substance and depth; is comprehensive; shows mastery of material	Covers topic; uses appropriate sources; is objective	Does not give adequate coverage of topic; lacks sources	No content of substance is presented within this paper.
Utilization of Leadership Assessment Instrument	Utilized at least 4 assessments.	Utilized 3 assessments.	Utilized 2 assessments.	Utilized 1 assessment.	Did not utilize assessments.
Grammar/Mechanics	Paper is presented with no grammatical, sentence structure, spelling, or punctuation errors.	Sentence form and word choices are appropriate. Punctuation grammar, spelling, and mechanics are appropriate	Some mistakes in sentence form and word choices. Makes a few grammar, spelling, and mechanical errors.	Numerous grammatical and sentence structure errors noted throughout paper.	Sentence form and word choices are unacceptable; Punctuation grammar, spelling, and mechanics are unacceptable
Language and Style	Paper exhibits skillful and exemplary use of language, appropriate vocabulary, and variety in sentence structure.	Paper has excellent use of language, vocabulary and structure of sentences.	Overall, paper has an average use of language, vocabulary and adequate sentence structure.	Paper is below average and needs improvement in areas such as language and vocabulary use as well as the structure of its sentences.	Poor use of sentence structure and language/vocabulary use. Often times, difficult to read.

Overall Score	Level 5 24 or more	Level 4 19 or more	Level 3 14 or more	Level 2 9 or more	Level 1 0 or more