Time:  Wednesdays, 4:30 PM – 7:20 PM

Location:  A-118

Instructor and contact information:
Kenneth Schachter, MD, MBA
kschacht@email.arizona.edu
(520) 626-7960 (office)
Drachman Hall, Rm. A-216

Instructor availability
By appointment

Catalog description:
This course will use cases and case presentations to create a classroom experience more like the real world. Analyzing the cases will give students the opportunity to practice applying knowledge they have already acquired to real world public health judgments, as well as learn from the knowledge and experiences of others. The cases will cover a wide variety of public health leadership situations in a diversity of settings and typically have no clear right or wrong answers. It is expected that each case will draw from many of the disciplines taught in the MPH program.

Course description:
This discussion- and team-based course uses intersecting pathways to study leadership and management. Students will read and discuss: (1) an academic leadership text, (2) an evidence-based, popular press text on the behaviors associated with successful leadership, (3) current articles and podcasts on leadership and management, (4) leadership and management case studies, and self-reflection.

Course prerequisites:
PHPM 574

Course objectives and expected learning outcomes:

Course objectives – by the end of the semester, students will be able to:
1. Apply one or more case analysis frameworks to the critical analysis of complex public health case studies.
2. Apply knowledge gained through other courses, through life experience, and via independent research and case analysis to team and class discussions.
3. Identify the legal, ethical and cultural environments in which the cases under study operate.
4. Offer viable solutions, verbally and in writing, to the management, leadership, technical, ethical, political and cultural issues that the cases studied present.

5. Take into account competing and conflicting interests as well as factors beyond managerial control when proposing solutions.

6. Contribute to his/her team’s case study presentation by:
   - Conducting and applying research to the management, leadership and technical problems/issued presented by a case.
   - Applying knowledge gained in other courses and through life experience to the case analysis.
   - Critically analyzing the organization under study including the legal, ethical and cultural environments in which the decision must be made.
   - Balancing competing and conflicting interests as well as factors beyond managerial control.
   - Defining core problems and opportunities for improvement.
   - Developing alternative courses of action and recommending the most promising.
   - Determining how and by whom the recommendations will be accomplished.
   - Defending the case presentation.

7. Develop a working understanding of past and current leadership theories.

8. Critically evaluate his/her own individual and team members’ performance in accomplishing class activities and objectives.

9. Gain a better understanding of personal leadership practice strengths and areas for improvement.

10. Learning through reflection – i.e., bringing one’s assumptions, biases, premises, criteria, and mental frames into consciousness and critiquing them either individually or as a group.

**Expected learning outcomes – during this course students will learn to:**

- provide leadership in public and private organizations; manage programs and projects; and utilize critical thinking, systems thinking, and self-reflection to resolve technical problems, ethical challenges and interpersonal conflicts.

**Required texts, readings, and podcasts:**

3. PHPM 567 Team Toolkit
4. TED Radio Hour, Radical Candor, Manager Tools, etc., podcasts as assigned
5. Other readings as assigned

**Additional optional readings**

1. A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Leadership, Third Edition, by Brad Jackson and Ken Parry (The appendix cites a number of useful references, including: books, journals, associations, movies, etc.)
2. Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity Hardcover, Kim Scott
3. SERVANT LEADERSHIP in ACTION: How You Can Achieve Great Relationships and Results, Edited by Ken Blanchard & Renee Broadwell
7. Thinking Fast and Slow, Daniel Kahneman, October 25, 2011
Course Requirements:

- **Attendance and Participation** – You are expected to:
  - Attend and actively participate in team, class, and online discussions modeling the skills and behaviors described in the PHPM 567 Team Toolkit.
  - Complete required readings, podcasts, videos, etc., prior to each class.
  - Critically analyze the problems, issues, and information presented in course materials.
  - Avoid rambling monologues, interrupting others, or monopolizing discussions in class.
  - Listen to understand, **not** to refute.
  - Be courteous in your critiques and disagreements. Refrain from personal attacks.

- **Teamwork** – This course is **NOT** lecture based. It uses **team-based learning**, which requires your active participation inside and outside of class. Students will be assigned to a small (5-7 people) team during the first class. You’ll work in that team throughout the semester. Today’s professionals often work in groups, teams, and coalitions. This class will help you develop the needed skills.

- **Readings, podcasts, videos** – You are expected to come to every class fully prepared – i.e., having completed all assigned readings, podcasts, videos, independent research, etc. Readings may be revised over the course of the semester.

- **News Articles** – Every week, each team is expected to identify and present a reasonably current news or magazine article in the mainstream print or online press (e.g., New York Times, Wall Street Journal, Washington Post, Business Week, Wired, NPR, Huffington Post, etc.) that raises a management/leadership issue or problem and that relates, in some way, to a topic under study that week. All team members must have read the article and be prepared to participate in the discussion. *(See Appendix B)*

- **Individual & Team Quizzes** – Most classes will begin with both an individual and team quiz testing your individual and shared understanding of the assigned readings. For the team quiz, all team members are expected to contribute to the discussion. Teams are responsible for implementing a system that ensures that everyone participates.

- **D2L Online Discussion Board** – This course uses D2L’s online discussion board. Every student is expected to contribute, with all comments posted on or before the deadlines. Comments should be responsive to the questions posed and demonstrate that you have read, understand, and can meaningfully apply and extrapolate from the information you’ve gained. You are encouraged to introduce relevant readings that were not assigned and to share relevant knowledge and experience. Comments or replies to other postings (e.g., "I really liked chapter 4" or "I agree with what Dana wrote") are not sufficient and will receive a zero grade. Similarly, poor grammar, lack of etiquette, insensitivity, rudeness, etc., will adversely affect your grade. *See Rules of Netiquette (Appendix C)*

- **Student Leadership Practices Inventory (Student LPI)** – If appropriate, you will be assigned the Student LPI – an online 360-degree leadership assessment instrument – with the goal of helping you identify both your leadership practices strengths and areas for improvement. The self-assessment will cover what Kouzes and Posner call the five practices of exemplary student leadership (challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart). As part of the process, you will need to identify 5-7 individuals who have observed you in leadership situations who are willing to provide you anonymous feedback by completing the same assessment.

- **Individual Reflections** – At the end of each class, you will be asked to briefly reflect on your experience using a dialectical journaling format. For example, ask yourself if there was anything that you found particularly
meaningful and why... Or, if any important underlying beliefs or values were affirmed or violated, and why... Or, if some part of what you read, saw, heard, or experienced was especially relatable to your work and/or life experiences and why... Or, if as a result of what you read, saw, heard, or experienced you will do anything differently in the future and why... Or, if you plan to apply something you’ve learned, and how...

• **Final Exam** – Your final exam will include both individual and team exams. As part of the individual exam, you will be asked to look back at and reflect on your self-reflections over the course of the semester.

• **Crucibles of Leadership Paper Assignment** – Crucibles of leadership are transformative life experiences – good or bad (or both!) – that offer valuable lessons in learning and leadership. For this assignment, think of a transformative experience in your life. Write a five-page paper (double spaced, 11 font Times New Roman, 1” margins all sides) reflecting on that experience, the lessons you learned, and are still learning – **with a special emphasis on leadership lessons**. Use the Week 9 reading, Crucibles of Leadership by Warren G. Bennis and Robert J. Thomas, to guide you. In addition, review Haden, 40 Incorrectly Used Words That Can Make You Look Dumb (Appendix D) before you begin writing.

• **Other** – Typical in-class activities include team assignments, oral team reports and presentations, full class discussions, and individual or collective reflection. The instructor may circulate among teams during team discussions.

**Grading Scale/Student Evaluation and Policies:**

Grading: With team-based learning, a student’s final grade is based on his/her individual, team, and peer review grades. Individual and team grades will be awarded throughout the semester. At mid-term, any students who do not have at least a “B” average will be individually contacted by an instructor. Team maintenance (peer review) grades will be determined at the end of the semester. Team members will use a standardized form to anonymously rate each other on the following criteria – preparation, contribution, respect for others’ ideas, and flexibility. Mid-semester, students will complete a “practice” peer review with the opportunity to provide anonymous feedback that will not be used for grading. Missing assignments will receive a grade of zero. Late assignments may be graded as much as one letter grade lower. Final letter grades will be awarded based on the following schedule:

**Final Grade Scale**

- A – 90-100 points
- B – 80-89 points
- C – 70-79 points
- D – 60-69 points
- E – Below 60 points

Individual performance and team performance course components will be assigned the following percentages of the final grade.

<table>
<thead>
<tr>
<th>Course Components</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Online discussion board</td>
<td>10%</td>
</tr>
<tr>
<td>In-class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Individual quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Dialectical journaling (self-reflections)</td>
<td>10%</td>
</tr>
<tr>
<td>Crucibles of Leadership Paper</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Team Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Team quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Team in-class presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final peer review</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Required examinations, papers and projects:
Individual/team quizzes and self-reflections weeks 2-14, written assignment week 10, final exam week 16

Absence and Class Attendance/Participation: (Expected attendance, participation levels)

Students are expected to attend and participate in all classes. There is no make-up work for a single class absence, though students are required to complete and turn in any assignments due for the missed class. Any additional absences must be cleared with the instructor. Students are required to complete any class assignments as well as a make-up paper. Students should also notify their teams of any planned or unanticipated absences. Because team-based learning and case study learning occur largely in class, multiple absences may result in a lower final grade or an incomplete.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, [http://deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/)
## Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>In-Class Activities</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>1</td>
<td>• Introductions</td>
<td>• Syllabus – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review syllabus</td>
<td>• Brief Instructions: Performing a case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Form teams</td>
<td>• Four Questions + MORETOOLS Abbreviated – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop team charters</td>
<td>• Dialectical Journaling Template – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questions / next class</td>
<td>• Team Charter Template – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Additional case analysis resources – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Capper’s Case Analysis Process Table – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• MORETOOLS: A Framework for Analyzing Management Dilemmas – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• MindTools SWOT Analysis – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Tardenico, Want to be a Better Public Speaker – posted</td>
</tr>
<tr>
<td>1/16</td>
<td>2</td>
<td>• LEADERSHIP, DECISION-MAKING, STAKEHOLDERS, NON-PROFITS</td>
<td>• The Art and Science of Leadership, Chapter 1 (Definition and Significance of Leadership)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team quiz</td>
<td>• The Board Chair’s Dilemma Case Study A (Electronic Hallway) – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and case discussion</td>
<td>• The Board Chair’s Dilemma Thought Questions – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles</td>
<td>• Bradach J, Tierney T, Stone N; Delivering on the Promise of Nonprofits; Harvard Business Review; December 2008 (11p)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
<td>• See D2L DISCUSSIONS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questions / next class</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>3</td>
<td>• ORGANIZATIONAL CHANGE, TEAMWORK, CAPACITY BUILDING</td>
<td>• The Art and Science of Leadership, Chapter 2 (The Global and Cultural Context)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team quiz</td>
<td>• Rescuing Search and Rescue Case Study (Electronic Hallway) – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and case discussion</td>
<td>• Rescuing Search and Rescue Thought Questions – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles</td>
<td>• SEE D2L DISCUSSIONS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questions / next class</td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>4</td>
<td>• MANAGING CHANGE &amp; DIVERSITY</td>
<td>• The Art and Science of Leadership, Chapter 3 (The Foundations of Modern Leadership)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team quiz</td>
<td>• The Leadership Challenge, Introduction &amp; Chapter 1 (When Leaders are at Their Best)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and case discussion</td>
<td>• Casa de Esperanza Case Study (Electronic Hallway) – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles</td>
<td>• Casa de Esperanza Thought Questions – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
<td>• TED Radio Hour: How Art Changes Us, 11/9/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questions / next class</td>
<td>• SEE D2L DISCUSSIONS</td>
</tr>
</tbody>
</table>

February 27, 2019
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>In-Class Activities</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/6</td>
<td>5</td>
<td>• LEADERSHIP, STRATEGIC PLANNING, SOCIAL JUSTICE, BIAS</td>
<td>• The Art and Science of Leadership, Chapter 4 (Individual Differences and Traits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team quiz</td>
<td>• The Leadership Challenge, Chapter 2 (Credibility is the Foundation of Leadership)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and case discussion</td>
<td>• Ellen Schall and the Department of Juvenile Justice Case Study (Electronic Hallway) – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles</td>
<td>• Schall, Notes from a Reflective Practitioner of Innovation, Brookings Institution Press (12p) – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questions / next class</td>
<td>• Ellen Schall and the Department of Juvenile Justice Thought Questions – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Art and Science of Leadership, Chapter 4 (Individual Differences and Traits)</td>
<td>• TED Radio Hour: The Consequences of Racism, 3/15/18</td>
</tr>
<tr>
<td>2/13</td>
<td>6</td>
<td>• CRISIS MANAGEMENT</td>
<td>• The Art and Science of Leadership, Chapter 5 (Power)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team quiz</td>
<td>• The Leadership Challenge, Chapter 3 (Clarify Values)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and case discussion</td>
<td>• Managing Cutbacks at Washington State Department of Social and Health Services Case Study (Electronic Hallway) – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles</td>
<td>• Managing Cutbacks Thought Questions – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
<td>• SEE D2L DISCUSSION</td>
</tr>
<tr>
<td>2/20</td>
<td>7</td>
<td>• STRATEGIC LEADERSHIP, MANAGING ORGANIZATIONAL CHANGE, &amp; HUMAN RESOURCES</td>
<td>• The Art and Science of Leadership, Chapter 6 (Current Era in Leadership)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team quiz</td>
<td>• The Leadership Challenge, Chapter 4 (Set the Example)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and case discussion</td>
<td>• TIMMMBBEERRR! Treehouse’s Equity Initiative Goes Sideways – A (Electronic Hallway) – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles</td>
<td>• TIMMMBBEERRR! Treehouse’s Equity Initiative Goes Sideways Thought Questions – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
<td>• TED Radio Hour: Disruptive Leadership, 6/1/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questions / next class</td>
<td>• SEE D2L DISCUSSION</td>
</tr>
<tr>
<td>2/27</td>
<td>8</td>
<td>• HISTORICAL INJUSTICE, POLITICS, HEALTH DISPARITIES, PUBLIC HEALTH</td>
<td>• The Art and Science of Leadership, Chapter 7 (Other Leadership Perspectives)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team quiz</td>
<td>• The Leadership Challenge, Chapter 5 (Envision the Future)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and case discussion</td>
<td>• Bennis, Crucibles of Leadership – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles</td>
<td>• Essential Case Studies in Public Health, Case 9 “Building Trust in Communities: The Narragansett Indian Tribe and the State of Rhode Island”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice peer review</td>
<td>• Building Trust Thought Questions-BEFORE – posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
<td>• TED Radio Hour: Dialogue and Exchange, 10/26/17</td>
</tr>
<tr>
<td>3/10</td>
<td>9</td>
<td>• SPRING BREAK</td>
<td>• SPRING BREAK</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>In-Class Activities</td>
<td>Class Preparation</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>--------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>3/13</td>
<td>10</td>
<td>• BUILDING AND LEADING TEAMS&lt;br&gt;• Team quiz&lt;br&gt;• Articles&lt;br&gt;• Reflection</td>
<td>• Crucibles of leadership paper due&lt;br&gt;• The Art and Science of Leadership, Chapter 8 (Leading Teams)&lt;br&gt;• The Leadership Challenge, Chapter 6 (Enlist Others)&lt;br&gt;• <strong>Build a tower, build a team</strong>, Tom Wujec, TED2010&lt;br&gt;• <strong>How to Build a Successful Team</strong>; The New York Times; 12/1/17&lt;br&gt;• SEE D2L DISCUSSIONS</td>
</tr>
<tr>
<td>3/20</td>
<td>11</td>
<td>• NEUROSCIENCE, DECISION-MAKING, SOCIAL INTELLIGENCE, MANAGEMENT, LEADERSHIP, RATIONALITY&lt;br&gt;• Team quiz&lt;br&gt;• Class discussion&lt;br&gt;• Articles&lt;br&gt;• Reflection&lt;br&gt;• Questions / next class</td>
<td>• Modifying Programs at New Tomorrow Case Study (Electronic Hallway) – will need to post&lt;br&gt;• The Art and Science of Leadership, Chapter 9 (Leading Change)&lt;br&gt;• The Leadership Challenge, Chapter 7 (Search for Opportunities)&lt;br&gt;• Waytz A, Mason M; Your Brain at Work; Harvard Business Review; July-August 2013 (10p)&lt;br&gt;• Goleman D, Boyatzis R; Social Intelligence and the Biology of Leadership; Harvard Business Review; September 2008 (9P)&lt;br&gt;• TED Radio Hour: The Unknown Brain, 12/7/17 or TED Radio Hour: Manipulation, 10/12/17</td>
</tr>
<tr>
<td>3/27</td>
<td>12</td>
<td>• PUBLIC HEALTH, HUMAN RIGHTS, SOCIAL JUSTICE, ETHICS, EMPOWERMENT&lt;br&gt;• Team quiz&lt;br&gt;• Class and case discussion&lt;br&gt;• Articles&lt;br&gt;• Reflection&lt;br&gt;• Questions / next class</td>
<td>• The Art and Science of Leadership, Chapter 10 (Developing Leaders)&lt;br&gt;• The Leadership Challenge, Chapter 8 (Experiment and Take Risks)&lt;br&gt;• The Right to Be Human-Bangladesh Case Study (Electronic Hallway) – posted&lt;br&gt;• The Right to Be Human Thought Questions - posted&lt;br&gt;• SEE D2L DISCUSSIONS</td>
</tr>
<tr>
<td>4/3</td>
<td>13</td>
<td>• RESPONSIBILITIES OF MANAGEMENT&lt;br&gt;• Team quiz&lt;br&gt;• Class and case discussion&lt;br&gt;• Articles&lt;br&gt;• Reflection&lt;br&gt;• Questions / next class</td>
<td>• Kouzes and Posner, Chapter 9 (Foster Collaboration)&lt;br&gt;• Sexual Harassment at the Diabetes Clinic Case Study (Electronic Hallway) – posted&lt;br&gt;• Sexual Harassment Thought Questions - posted&lt;br&gt;• <strong>What happens when you report sexual harassment?</strong>; The New York Times; 12/23/17&lt;br&gt;• Schickman, Sexual Harassment: The Employer’s Role in Prevention (10p) – posted&lt;br&gt;• The UA Nondiscrimination and Anti-Harassment Policy – posted&lt;br&gt;• Radical Candor: Guide for New Managers, 4/4/17</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>In-Class Activities</td>
<td>Class Preparation</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>---------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| 4/10 | 14   | - MANAGEMENT DECISION-MAKING  
          * Team quiz  
          * Class and case discussion  
          * Articles  
          * Reflection  
          * Questions / next class | - The Leadership Challenge, Chapter 10  
          (Strengthen Others)  
          - Hartland Memorial Hospital Case Study – Read in class  
          - TED Radio Hour: Decisions Decisions Decisions, 3/9/17  
          - SEE D2L DISCUSSIONS |
| 4/17 | 15   | - VALUES, STRATEGIC LEADERSHIP,  
          ORGANIZATIONAL CULTURE, ETHICS  
          * Team quiz  
          * Class and case discussion  
          * Articles  
          * Reflection  
          * UA teacher course evaluation (TCE)  
          * Questions / next class | - The Leadership Challenge, Chapter 11  
          (Recognize Contributions) and 12 (Celebrate the Values and Victories)  
          - Essential Services at Risk: How Can the Corvallis Crisis Line Survive? Case Study  
            (Electronic Hallway)  
          - Corvallis Thought Questions – posted |
| 4/24 | 16   | - MOTIVATION, EMPLOYEE  
          ENGAGEMENT, MANAGING  
          PERFORMANCE  
          * Class discussion  
          * Articles  
          * Reflection  
          * UA teacher course evaluation (TCE)  
          * Final exam | - The Leadership Challenge, Chapter 13  
          (Leadership is Everyone’s Business)  
          - The puzzle of motivation, Dan Pink, July 2009 at TEDGlobal 2009  
          - State of the American Workplace, Gallup, Inc.; 2017 (Intro & Exec Summary [p1-9], 04  
            The Competitive Advantage of Engaging Employees [p58-73], 05 A Shift in Managing  
            Performance [p74-93], 06 A Closer Look at the 12 Elements of Engagement [p94-127],  
            Close [p190-195]) – Posted  
          - Porath, No Time to be Nice at Work, The New York Times, 6/22/15 – posted  
          - Manager Tools: What you’ve been taught about management is wrong, 8/10/15  
          - FINAL EXAM |

**Communications:** You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-corrrespondence-students](https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-corrrespondence-students)

**Accessibility and Accommodations:**  
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/students](http://drc.arizona.edu/students)
**Code of Academic Integrity**
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas):
Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting)

**Threatening Behavior Policy:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**Nondiscrimination and Anti-Harassment Policy:**
The University of Arizona is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**UA Smoking and Tobacco Policy:**
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy)

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

-----------------------------------------------------------------------------------------------------------------

**For your information:**

**Plagiarism:** What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
Appendix A

Discussion Board Instructions
Grading Rubric for discussion board, quizzes, and team presentations

D2L Discussion Board

In this course, you are expected to participate and interact with your classmates both in-class and online. A significant portion (35%) of your final grade will be based on your participation in weekly, online, D2L discussions. In addition to your own original responses, you are required to comment on the postings of at least one of your classmates each week. Your postings may be brief, but need to substantively contribute to the topic under discussion and reflect the quality of discourse characteristic of a professional level seminar. All of your postings should be well-informed, respectful, and original.

- **A well-informed** posting requires that you have: (1) completed all readings and viewed all media; (2) conducted any necessary independent research; (3) carefully reviewed and considered the discussion question(s) before posting your own comments; and (4) carefully read other students’ postings before commenting on them.

- **A well-informed** posting responds to the question(s) asked, demonstrates understanding of the questions(s), materials, and (when commenting) other responses; discusses relevant issues; and introduces cited information from additional credible sources where required or appropriate. Wikipedia and similar sources will not be counted as references. Use instead peer-reviewed journals; books; national newspapers or magazines; national, state or local public health agencies; national non-governmental public health agencies and foundations; etc.

- **Respectful** means that you avoid rude, condescending, disparaging, or obscene communication.

- **Original** means that you are: (1) expressing your own ideas in your own words, (2) appropriately crediting original sources when you are not, and (3) adhering to the University Code of Academic Integrity.

The following rubric will be used for grading discussion board postings, quizzes, and presentations.

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4 pts)</th>
<th>Good (3 pts)</th>
<th>Fair (2 pts)</th>
<th>Poor (1 pts)</th>
<th>None (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas/Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (a+b+c / 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Content** – Content demonstrates understanding of materials and responds to question(s) asked
- **Ideas/Organization** – Thoughts, ideas and recommendations are clear, interesting, persuasive, and wherever possible – based on available scientific evidence. Content is organized in a manner that allows reader/listener to easily follow and understand.
- **Conventions**
  - **Written reports** adhere to writing conventions (e.g., spelling, grammar, punctuation, capitalization, and paragraphing)
  - **Oral presentations** are succinct and well organized with a beginning, middle, and end. Pictures are used to help enhance understanding. Graphics are simple and easily understood. There are no more than five bullet points per slide. Presenters speak slowly and clearly, engaging their audience.
Appendix B

A partial listing of web resources

<table>
<thead>
<tr>
<th>Topic</th>
<th>Web Sites</th>
</tr>
</thead>
</table>
| Health policy      | Health Affairs: [www.healthaffairs.org](http://www.healthaffairs.org)  
                    American Public Health Association: [www.apha.org](http://www.apha.org)  
                    The Urban Institute: [www.urban.org](http://www.urban.org)  
                    Families USA: [www.familiesusa.org](http://www.familiesusa.org)  
                    Center for Health Care Strategies: [www.chcs.org](http://www.chcs.org)  
                    National Academy for State Health Policy: [www.nashp.org](http://www.nashp.org)  
                    Kaiser Family Foundation: [www.kff.org](http://www.kff.org)  
                    Rand Corporation: [www.rand.org](http://www.rand.org)  
                    Mathematica Policy Research: [www.mathematica-mpr.com](http://www.mathematica-mpr.com)  
| Financing health services | Center for Medicare & Medicaid Services: [www.cms.gov](http://www.cms.gov)  
                          Center on Budget & Policy Priorities: [www.cbpp.org](http://www.cbpp.org)  
                          Kaiser Family Foundation: [www.kff.org](http://www.kff.org)  
| Mental health       | National Institute of Mental Health: [www.nimh.nih.gov](http://www.nimh.nih.gov)  
                          Bazelon Center for MH Law: [www.bazelon.org](http://www.bazelon.org)  
                          American Public Health Association: [www.apha.org](http://www.apha.org)  
                          Scientific American: [http://www.scientificamerican.com](http://www.scientificamerican.com)  
| Quality of health care | Institute for Healthcare Improvement (IHI) Open School: [http://www.ihi.org/education/ihiopenschool/courses/Pages/default.aspx](http://www.ihi.org/education/ihiopenschool/courses/Pages/default.aspx)  
                        Institute of Medicine: [www.iom.edu](http://www.iom.edu)  
                        National Committee for Quality Assurance: [www.ncqa.org](http://www.ncqa.org)  
                        Joint Commission on Accreditation of Healthcare Orgs: [www.jcaho.org](http://www.jcaho.org)  
                        National Public Radio: [www.npr.org](http://www.npr.org)  
                        The Washington Post: [www.washingtonpost.com](http://www.washingtonpost.com)  
                        The Los Angeles Times: [www.latimes.com](http://www.latimes.com)  |
Appendix C

Rules of Netiquette: Students are expected to be familiar with rules of etiquette for the Internet

10 rules of Netiquette:

Netiquette is a form of online etiquette – an informal code of conduct that governs what is generally considered to be the acceptable way for users to interact with one another online

Rule 1: Remember the golden rule
Do unto others as you’d have others do unto you.

Rule 2: Use the same standards of behavior online that you follow in real life
Person to person, most people are fairly nice to each other. However it is easy to forget that there’s a human being on the other side of the computer. Ethics, common sense and standards of civility do not disappear when you take control of a keyboard.

Rule 3: Avoid personal attacks
It is one thing to disagree with an idea, but quite another to make it personal. Challenge the thought, not the person who wrote it. This means avoiding words like: “Stupid, idiot, moron, silly, etc.” which degrade the individual who wrote something. Avoid the pronoun “you.” Use instead: “I disagree with this idea.” Best practice: Start with something positive or at least neutral about a person’s idea, then offer your alternative point of view.

Rule 4: Respect other people’s time and bandwidth
It’s a cliché that people today seem to have less time than ever before. When you send email or post to a discussion group, you’re taking up other people’s time (or hoping to). It’s your responsibility to ensure that the time they spend reading your posting isn’t wasted. If you can’t say anything more than “I agree” without adding any intellectual value to the issue, you probably shouldn’t post. Say why you agree or disagree.

Rule 5: Make yourself look good online
Like the real world, most people just want to be liked. In discussion groups you won’t be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing.

Rule 6: Share expert knowledge
The reason asking questions online works is that a lot of knowledgeable people are reading the questions. And if even a few of them offer intelligent answers, the sum total of world knowledge increases. We are here to learn from each other. In this regard, there is no such thing as a stupid question.

Rule 7: Help keep flame wars under control
“Flaming” is what people do when they express a strongly held opinion without holding back any emotion. This is usually a form of a personal attack. Let something you are very emotional about sit overnight before posting.

Rule 8: DON’T SHOUT
The use of capital letters comes across as shouting. While you might want to use it to emphasize a word or two, don’t type a sentence, paragraph, or entire message that way. You come across as being angry.

Rule 9: What goes around comes around.
Postings, even email sent to an individual, are not private. With the click of a mouse, they can be forwarded anywhere to anyone. Eventually, anything you put on the internet can come back to haunt you, so think before you write. Think twice before forwarding, without permission from the sender, any posting or email you have received to others. Quoting something from the same discussion area or thread is acceptable.

Rule 10: Be forgiving of other people’s mistakes
Whether it’s a spelling error or a stupid question or an unnecessarily long answer -- be kind about it. Having good manners yourself doesn’t give you license to correct everyone else. Remember, we have several students from the international community for which English is a second language. Cut them some slack.

Adapted from http://www.shs.sd83.bc.ca/online/html/hourto1/netikit.htm
40 Incorrectly Used Words That Can Make You Look Dumb

LinkedIn Influencer, Jeff Haden, published this post originally on LinkedIn.

While I like to think I know a little about business writing, I still fall into a few word traps. (Not to mention a few cliché traps.)

Take the words "who" and "whom." I rarely use "whom" when I should -- even when spell check suggests "whom" I think it sounds pretentious. So I use "who." And then I sound dumb.

Just like one misspelled word can get your resume tossed onto the "nope" pile, one incorrectly used word can negatively impact your entire message. Fairly or unfairly, it happens -- so let's make sure it doesn't happen to you.

Adverse and averse

Adverse means harmful or unfavorable: "Adverse market conditions caused the IPO to be poorly subscribed." Averse refers to feelings of dislike or opposition: "I was averse to paying $18 a share for a company that generates no revenue."

But hey, feel free to have an aversion to adverse conditions.

Affect and effect

Verbs first. Affect means to influence: "Impatient investors affected our roll-out date." Effect means to accomplish something: "The board effected a sweeping policy change."

How you use effect or affect can be tricky. For example, a board can affect changes by influencing them and can effect changes by directly implementing them. Bottom line, use effect if you're making it happen, and affect if you're having an impact on something that someone else is trying to make happen.

As for nouns, effect is almost always correct: "Once he was fired he was given 20 minutes to gather his personal effects." Effect refers to an emotional state, so unless you're a psychologist you probably have little reason to use it.

Bring and take

Both have to do with objects you move or carry. The difference is in the point of reference: you bring things here and you take them there. You ask people to bring something to you, and you ask people to take something to someone or somewhere else.

"Can you bring an appetizer to John's party"? Nope.
Compliment and complement

Compliment means to say something nice. Complement means to add to, enhance, improve, complete, or bring close to perfection.

I can compliment your staff and their service, but if you have no current openings you have a full complement of staff. Or your new app may complement your website.

For which I may decide to compliment you.

Criteria and criterion

"We made the decision based on one overriding criteria," sounds fairly impressive but is also wrong.

Remember: one criterion, two or more criteria. Or just use "reason" or "factors" and you won’t have to worry about getting it wrong.

Discreet and discrete

Discreet means careful, cautious, showing good judgment: "We made discreet inquiries to determine whether the founder was interested in selling her company."

Discrete means individual, separate, or distinct: "We analyzed data from a number of discrete market segments to determine overall pricing levels." And if you get confused, remember you don’t use “discretion” to work through sensitive issues; you exercise discretion.

Elicit and illicit

Elicit means to draw out or coax. Think of elicit as the mildest form of extract. If one lucky survey respondent will win a trip to the Bahamas, the prize is designed to elicit responses.

Illicit means illegal or unlawful, and while I suppose you could elicit a response at gunpoint ... you probably shouldn't.

Farther and further

Farther involves a physical distance: "Florida is farther from New York than Tennessee." Further involves a figurative distance: "We can take our business plan no further."

So, as we say in the South (and that "we" has included me), "I don't trust you any farther than I can throw you," or, "I ain't gonna trust you no further."

Fewer and less

Use fewer when referring to items you can count, like “fewer hours” or “fewer dollars.”

Use “less” when referring to items you can’t (or haven’t tried to) count, like "less time" or "less money."
Imply and infer

The speaker or writer implies, which means to suggest. The listener or reader infers, which means to deduce, whether correctly or not.

So I might imply you’re going to receive a raise. And you might infer that a pay increase is imminent. (But not eminent, unless the raise will somehow be prominent and distinguished.)

Insure and ensure

This one's easy. Insure refers to insurance. Ensure means to make sure.

So if you promise an order will ship on time, ensure that it actually happens. Unless, of course, you plan to arrange for compensation if the package is damaged or lost -- then feel free to insure away.

(While there are exceptions where insure is used, the safe move is to use ensure when you will do everything possible to make sure something happens.)

Irregardless and regardless

Irregardless appears in some dictionaries because it's widely used to mean “without regard to” or “without respect to”... which is also what regardless means.

In theory the ir-, which typically means "not," joined up with regardless, which means "without regard to," makes irregardless mean "not without regard to," or more simply, "with regard to."

Which probably makes it a word that does not mean what you think it means. So save yourself a syllable and just say regardless.

Number and amount

I goof these up all the time. Use number when you can count what you refer to: "The number of subscribers who opted out increased last month." Amount refers to a quantity of something that can’t be counted: "The amount of alcohol consumed at our last company picnic was staggering."

Of course it can still be confusing: "I can't believe the number of beers I drank," is correct, but so is, "I can't believe the amount of beer I drank." The difference is you can count beers, but beer, especially if you were way too drunk to keep track, is an uncountable total and makes amount the correct usage.

Precede and proceed

Precede means to come before. Proceed means to begin or continue. Where it gets confusing is when an -ing comes into play. "The proceeding announcement was brought to you by..." sounds fine, but preceding is correct since the announcement came before.

If it helps, think precedence: anything that takes precedence is more important and therefore comes first.
Principal and principle

A principle is a fundamental: "Our culture is based on a set of shared principles." Principal means primary or of first importance: "Our startup's principal is located in NYC." (Sometimes you'll also see the plural, principals, used to refer to executives or relatively co-equals at the top of a particular food chain.)

Principal can also refer to the most important item in a particular set: "Our principal account makes up 60% of our gross revenues."

Principal can also refer to money, normally a sum that was borrowed, but can be extended to refer to the amount you owe -- hence principal and interest.

If you're referring to laws, rules, guidelines, ethics, etc., use principle. If you're referring to the CEO or the president (or an individual in charge of a high school), use principal.

Slander and libel

Don't like what people say about you? Like slander, libel refers to making a false statement that is harmful to a person's reputation.

The difference lies in how that statement is expressed. Slanderous remarks are spoken while libelous remarks are written and published (which means defamatory tweets could be considered libelous, not slanderous).

Keep in mind what makes a statement libelous or slanderous is its inaccuracy, not its harshness. No matter how nasty a tweet, as long as it's factually correct it cannot be libelous. Truth is an absolute defense to defamation; you might wish a customer hadn't said something derogatory about your business... but if what that customer said is true then you have no legal recourse.

And now for those dreaded apostrophes:

It's and its

It's is the contraction of it is. That means it's doesn't own anything. If your dog is neutered (the way we make a dog, however much against his or her will, gender neutral), you don't say, "It's collar is blue." You say, "Its collar is blue."

Here's an easy test to apply. Whenever you use an apostrophe, un-contract the word to see how it sounds. Turn it's into it is: "It's sunny," becomes, "It is sunny."

Sounds good to me.

They're and their

Same with these: They're is the contraction for they are. Again, the apostrophe doesn't own anything. We're going to their house, and I sure hope they're home.
Who's and whose

"Whose password hasn't been changed in six months?" is correct. Use the non-contracted version of who's, like, "Who is (the non-contracted version of who's) password hasn't been changed in six months?" and you sound a little silly.

You're and your

One more. You're is the contraction of you are. Your means you own it; the apostrophe in you're doesn't own anything.

For a long time a local nonprofit displayed a huge sign that said, "You're Community Place." Hmm. "You Are Community Place"? No, probably not.