

**The University of Kansas Medical Center  
School of Nursing and Health Policy & Management  
Fall 2008**

**NRSB 880 [Line # 42660] & HP&M 840 [Line # 44012]  
ORGANIZATIONAL FOUNDATIONS FOR LEADING CHANGE**

**Credit Hours:** 3

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**Meeting Time and Place:** Internet ~ Course “weeks” run Thursday through the next Wednesday.

**Assignment Due Dates:** **Readings, postings, and assignments are due by midnight on the last day of the “week” as listed in the course map, i.e., for September 11-17, the last day of the “week” is the 17th .**

**Office Hours:** By appointment, or email

**NRSB Prerequisite:** NRSB 748 or consent of instructor

**NRSB Co-requisite:** NRSB 755

**HP&M Prerequisite:** Admission to MSHA Program

**Course Description:** Self-discovery as a foundation for professional development while exploring the concepts of leader, manager, and follower is emphasized. Analysis and prediction of an organization’s stages of development and its capacity for linear and social change are introduced through the lens of complexity science. Political, legal, ethical and other issues that constrain and destabilize organizations and strategies to restore equilibrium are explored.

**Objectives:** At the conclusion of this course, students will be able to:

1. Differentiate leading, managing and following behaviors to effect self-development, organizational change and collaborative interdisciplinary relationships.
2. Recognize the range of possible organizational structures, from dyadic to complex virtual organizations.
3. Interpret and apply complexity science principles to linear and social change theories in a healthcare setting.
4. Classify human and organizational problems and issues into Bisno's root cause framework.
5. Apply strategies to enhance organizational outcomes drawn from conflict management, feedback loops, use of power and influence, and organizational politics to achieve outcomes and re-stabilized constrained organizations.

**Methods:** Seminar, discussion forums, videotapes, guest speakers, case studies, and written assignments.

**Required Texts:** American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author. [ISBN 1-55798-810-2]

Brafman, O., & Beckstrom, R. A. (2006). *The starfish and the spider: The unstoppable power of leaderless organizations*. USA: Penquin Group. [ISBN 1591841437]

Cooperrider, D. L., & Whitney, D. (2005). *Appreciative Inquiry: A positive revolution in change*. San Francisco: Berrett-Koehler Publishers, Inc. [ISBN 1-57675-356-5]

Joiner, B., & Josephs, S. (2007). *Leadership agility: Five levels of mastery for anticipating and initiating change*. San Francisco: Jossey Bass. [ISBN 0-7879-7913-9]

Patterson, K., Grenny J., Maxfield, D., McMillan, R., & Switzler, A. (2008). *Influencer: The power to change anything*. New York: McGraw-Hill. [ISBN 978-0-07-148499-2]

Paul, R., & Elder, L. (2007). *The thinker's guide for students on how to study & learn a discipline using critical thinking concepts & tools*. Dillon Beach, CA: Foundation for Critical Thinking. [ISBN 0-944583-11-3]

Runde, C. E., & Flanagan, T. A. (2007). *Becoming a conflict competent leader*. San Francisco: Jossey-Bass. [ISBN 978-0-7879-8470-0]

**Suggested Texts:** Gardner, J. (1990). *On leadership*. New York: The Free Press. [ISBN 0-02-911312-1]

Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. New York: Little, Brown and Company. [ISBN-13: 9780316346627]

Patterson, K., Grenny J., Maxfield, D., McMillan, R., & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill. [ISBN 0-07-140194-6]

Patterson, K., Grenny J., Maxfield, D., McMillan, R., & Switzler, A. (2005). *Crucial confrontations: Tools for resolving broken promises, violated expectations, and bad behavior*. New York: McGraw-Hill. [ISBN 0-07-144652-4]

## Content Outline

1. ***Preparing for Effective Leading, Managing and Following***
  - A. Leadership, Management, and Followership: Conceptual and Theoretical Development
  - B. Exploration of ‘Self’ as Leader
  - C. Assuming Leadership Roles
  - D. Leadership in Uncertain Times
  
2. ***Professional and Network Development as a Leadership Function***
  - A. Building and Maintaining Relationships
  - B. Managing Social Capital for Effective Outcomes
  - C. Mentoring
  - D. Storytelling
  - E. Network Development
  
3. ***Organizations: Their Functions, Purpose, Myths, & Realities***
  - A. The Nature of Classic Organizations
  - B. Emerging and Virtual Organizations
  - C. Shared Leadership
  - D. Complexity Science Approaches to Organizations
  
4. ***Linear and Social Change Applications from a Complexity Science Lens***
  - A. Linear and Non-linear Approaches to Change Management
  - B. Decision-Making Strategies to Influence Change
  
5. ***Organization Behavior and Dynamics: Conflict, Power, and Politics***
  - A. Action Science and Appreciative Inquiry
  - B. Root Cause Analysis of Social Conflict
  - C. Approaches to Conflict Resolution
  - D. Becoming a More Agile Leader

## Evaluation of Learning Outcomes

These professors work diligently to be objective with grading, particularly between students. “A” grades are earned and not given for less than “A” **outcomes** (not necessarily correlated with effort) and **subject mastery**. Feedback is given throughout the course via online feedback encounters (discussion board comments and weekly announcements), e-mail or phone communication, and through comments made on assignments. *The textbooks and readings have been carefully selected and the content associated with these texts is expected to be incorporated into all assignments (assignments have been carefully coordinated with the text and classroom topics to best prepare you for optimal grade attainment).* Do not short-change the course by skipping required readings.

Grades will be based on the following scale:

A =	90 – 100 points	B =	80 – 89 points
C =	70 – 79 points	D =	60 – 69 points
F =	68 or fewer points		

**Assignments: DUE DATES ARE POSTED ON THE COURSE MAP AT THE END OF THE SYLLABUS. AS WITH DISCUSSION BOARD POSTINGS THEY ARE DUE NO LATER THAN MIDNIGHT THE LAST DAY OF THE COURSE WEEK.**

35 points

**Leadership and Creating Social Change:** The purpose of this assignment is to create an opportunity for students to expand their thinking and social capital network by identifying a community-based leader who has been a change agent. Grading considerations are as below:

1. The student will independently select an individual who is outside the boundaries of her/his employment or the university (absolutely no exceptions) with whom there is a respect for or interest in and who has a profile for leading social change. Faculty approval of this individual will not be given, as part of the assignment is to evaluate the quality of the individual selected. Appropriate individuals might be a community activist, a board member, a politician, or any individual of prominence within a social/service-based agency.
2. The individual selected will have led a social change that has influenced the environment; influenced the health and well-being of others; created policy; or will have managed a complex project where a problem existed and where a solution was attempted to resolve the problem. Note: leadership involves decision-making and mobilizing change to improve the social welfare of key stakeholders.
3. The interview should not be conducted until the student has adequate mastery of the readings and course content, as it is expected that the paper will include evidence of mastery surrounding the concepts of leadership, management, followership, linear and non-linear change, conflict management or other concepts of the student's choosing.

***The requirements for Items 1-3 above must be present for grading to proceed.***

The student will:

- a) Gain and present a profile of the leader;
  - b) Describe the organizational context where the change took place (in the case of a social change, the 'organization' may not necessarily be a brick-and-mortar institution);
  - c) Describe the key stakeholders, the interventions, and the evaluative outcomes of the change that was led;
  - d) Critique what was achieved, how it could have been accomplished differently or in an improved manner; and
  - e) Compare and contrast the levels of mastery of the leader with a self-evaluation of how the change would have unfolded if you had led the same initiative.
4. The paper can be organized in a manner to the student's liking as long as each of the above a – e elements are readily apparent.
  5. The body (cover page and reference pages are excluded in this count) of the paper must be written in ten or fewer double-spaced pages (this requires synthesis of key ideas and points and not a narrative, "he-said – and then I-said" approach). It should be written in traditional APA format.

High impact writing, free of errors, is an expectation and there are no re-dos of the paper, nor is there a pre-read of papers. If students need writing assistance, resources should be sought beyond the course faculty to gain that help. It is an expectation that leaders should be able to prepare and present key ideas in writing in a powerful and concise manner. This skill is a workplace expectation and, thus, is included in the masters- and doctoral-level experiences.

Evaluation Form: Leadership & Creating Social Change Project

Name: \_\_\_\_\_

- 5 Exceeds requirement significantly; excellent
- 4 Exceeds requirement somewhat; good
- 3.5 Meets requirement; average
- 2 Incompletely meets requirement; fair
- 1 Minimally indicates requirement; poor
- 0 Missing

I. **Selection of Interviewee:** *All criteria must be met for the rest of the evaluation to be completed.*

Criteria met: \_\_\_\_\_ Yes \_\_\_\_\_ No

- Independently selected appropriate interviewee
- Interviewee has led a social change as defined in assignment sheet
- Class content adequately mastered before beginning interview

II. **Content of Report: Descriptive Components** \_\_\_\_\_ /30= \_\_\_\_\_ x 30 = \_\_\_\_\_

Clearly and comprehensively described profile of the leader.						
	0	1	2	3	4	5

Comprehensively described the organizational context in which the change took place.						
	0	1	2	3	4	5

Clearly and comprehensively described the key stakeholders of the change.						
	0	1	2	3	4	5

Clearly and comprehensively described the interventions of the change.						
	0	1	2	3	4	5

Clearly and comprehensively described the evaluative outcomes of the change.						
	0	1	2	3	4	5

Compare and contrast the levels of mastery of the leader with a self-evaluation of how the change would have unfolded if you had led the same initiative.						
	0	1	2	3	4	5

III. **Content of Report: Evaluative Components** \_\_\_\_\_ /20= \_\_\_\_\_ x 50 = \_\_\_\_\_

Insightfully integrated knowledge of the course readings as appropriate to the leader and the change the leader implemented.						
	0	1	2	3	4	5

Insightfully critiqued what was achieved by the change (how it could have been accomplished differently or in an improved manner)						
	0	1	2	3	4	5

Effectively compared and contrasted the levels of the leader’s mastery with a self-evaluation of how the change would have unfolded if you had led the same initiative.						
	0	1	2	3	4	5

Clearly integrated appropriate evidence to support claims throughout section.						
	0	1	2	3	4	5

IV. **Structure of Report** \_\_\_\_\_ /35= \_\_\_\_\_ x 10 = \_\_\_\_\_

Used correct spelling and grammar; was clear, concise and complete						
	0	1	2	3	4	5

*Introduction*

Clearly stated purpose of the paper						
	0	1	2	3	4	5

Clearly and specifically previewed structure of report						
	0	1	2	3	4	5

*Transitions/Headings*

Wove ideas together effectively through the use of transitions						
	0	1	2	3	4	5

Incorporated headings appropriately for ease of reading						
	0	1	2	3	4	5

*Conclusion*

Summarized main ideas of report						
	0	1	2	3	4	5

*Page length*

Met page length requirements for assignment						
	0	1	2	3	4	5

V. **Reference Requirements** \_\_\_\_\_ /30= \_\_\_\_\_ x 10 = \_\_\_\_\_

*Reference List*

Documented all sources used in the reference list						
	0	1	2	3	4	5

Correctly formatted Reference page using APA 5 <sup>th</sup> Ed.						
	0	1	2	3	4	5

*Textual citations*

Documented all sources used in the text of the paper (citations made where necessary)						
	0	1	2	3	4	5

Correctly documented sources used in the text of the paper						
	0	1	2	3	4	5

*Paper Format*

<i>Title Page:</i> Correctly formatted title page						
	0	1	2	3	4	5

<i>Body of paper:</i> Correctly numbered pages						
	0	1	2	3	4	5

**TOTAL:** \_\_\_\_\_ /100 = \_\_\_\_\_ x 35 = \_\_\_\_\_

(Record this score in your records)

**10 points**

**Discussion Board Co-Host:** The purpose of this assignment is to engage students in co-creating and co-leading the course with the faculty members. This assignment is intended to give students first-hand experience offering feedback that is critical from a scholarly perspective, to deepen mastery of the subject, and to help shape the culture of a learning community. The student will be expected to:

- Function as the co-leader on the week assigned to be the co-host.
- Monitor and react to postings throughout the week, not less than on three occasions.
- Stimulate the learning environment by offering additional information, re-directing or re-focusing individual posting, and providing scholarly critique.
- Avoid redundancies by responding to each and every posting and issuing excessive positive feedback that is not targeted toward a major contribution by peers.
- Thoughtfully and provocatively prepare a synopsis of the discussion at the end of week to highlight 'lessons learned' from key ideas and from being in the role of evaluator/leader.

**NOTE:** Course Faculty may choose to not comment on the postings until the deadline for posting has passed, but may intercede and comment during critical points during the conversation – particularly if re-direction is needed. This is to encourage dialogue among students and avoid pre-empting the conversation underway. Also, faculty comments may appear on the “announcements” section of Angel rather than in the “Discussion Board” section of the course.

Evaluation Form: Discussion Board Co-host

Name: \_\_\_\_\_ Week: \_\_\_\_\_

- 5 Exceeds requirement significantly; excellent
- 4 Exceeds requirement somewhat; good
- 3.5 Meets requirement; average
- 2 Incompletely meets requirement; fair
- 1 Minimally indicates requirement; poor
- 0 Missing

I. Effectively stimulate course participants through strategies that support and encourage, provoke deeper discussion, synthesize patterns and trends, and move conversations to a higher level.						
	0	1	2	3	4	5

\_\_\_\_\_ /5 = \_\_\_\_\_ x 50 = \_\_\_\_\_

II. Exhibit content mastery over the focus area through communication of concepts, principles and course references woven into the discussion and synthesis.						
	0	1	2	3	4	5

\_\_\_\_\_ /5 = \_\_\_\_\_ x 25 = \_\_\_\_\_

III. Shows creativity and innovation in applying course content to real-world applications, inside or outside of healthcare.						
	0	1	2	3	4	5

\_\_\_\_\_ /5 = \_\_\_\_\_ x 15 = \_\_\_\_\_

IV. Monitored and reacted to postings throughout the week, not less than on three occasions.						
	0	1	2	3	4	5

\_\_\_\_\_ /5 = \_\_\_\_\_ x 10 = \_\_\_\_\_

**TOTAL:** \_\_\_\_\_ /100 = \_\_\_\_\_ x 10 = \_\_\_\_\_

*(Record this score in your records)*

### 30 points

**Discussion Board Postings:** The purpose of this assignment is to engage students in co-creating a learning community with the faculty and other students. *Note:* A discussion board posting is defined as all entries made in each discussion board assignment by the student. This includes your original substantive entry, responses to other's entries, and responses to postings about your original entry.

Discussion board postings may take different forms, with some offering new ideas about self-discovery in leading and managing, while others help synthesize or deepen course content. The postings are considered part of the scholarly contributions of the student to the course, so each should contribute new information/ideas to the discussion, communicate ideas with deep reflection/insight, demonstrate integration and synthesis of readings, and show assertive and positive attitudes when engaging in course activities. The student is expected to:

- Post entries (minimum of three) each time the course map indicates that a posting is required. Use the course map as a guide, as a posting is *not* required each week. Retrospective postings (past the week the posting is due) receive no credit toward the grade, but are welcomed.
- Contribute new information and ideas to the discussion, with citations (use APA style guidelines) and added sources from other coursework or readings, when possible, to demonstrate mastery of course concepts with real-life experiences. You do not need to provide the full reference – just have it available if requested by faculty or peers.
- Avoid redundant entries that merely agree with previous writers or offer praise to each writer or posting without making a specific point, as this creates ‘noise’ in the discussion room which distracts from the scholarly nature of the dialogue.
- Identify patterns and ideas and offer encouragement to others when it can be linked to critical ideas.

For each assigned discussion board, points will be subtracted from the 30 (all students start with the maximum points) according to the guideline below. Five points is the maximum number of points one could lose on an assigned discussion board.

- 5 Missing or overdue posting
- 5 \*Inflammatory entries
- 3 Failure to contribute new information or ideas to the discussion
- 3 Failure to tie concepts to real-world applications
- 3 Failure to demonstrate integration and synthesis of course readings with citations from course readings
- 2 Redundant entries or excessive ‘noise’
- 2 Poorly executed or unclear posting

\* An inflammatory posting is one that could be perceived as demonstrating a lack of respect for a person's feelings or beliefs. An appropriate approach is to try to better understand the individual's viewpoint. Hearing and understanding another's perceptions about an issue is a key leadership competency to develop.

25 points

**Final Comprehensive Examination:** The purpose of this assignment is to engage students in an opportunity to demonstrate mastery of key course concepts and ideas, applied to the practice environment. Content will be drawn from the concepts of:

- Leading, managing, following
- Linear and non-linear change theories
- Complexity science principles
- Conflict management and root cause analysis
- Leadership development
- Organizational development
- Stakeholder and environmental complexity

## **PROFITS Information**

### PROFITS Pledge

I pledge that I will not give, receive, or tolerate unauthorized aid, nor will I abuse academic resources while I am a member of this academic community.

### Specification of Academic Misconduct

PROFITS upholds behaviors reflective of professional values, individual responsibility, mutual trust, and standards. KU School of Nursing values an academic environment free of academic misconduct or abuse of academic resources. When in doubt, the student must clarify with the instructor, the appropriateness of behaviors that may violate PROFITS. The following are non-acceptable behaviors in NRS 880.

**Papers.** Plagiarizing, the presentation of the words or ideas of another person without proper citation or attribution, is considered academic misconduct, as is submitting a paper that you did not write yourself, and submitting the same paper that has been turned in to fulfill the requirements for another course. A student who considers writing a paper on a topic he/she has addressed to fulfill the requirements of another course should first talk to the course professor(s). Students are encouraged to seek editorial feedback regarding writing style, APA style (if appropriate to the assignment), and clarity of papers from other students, professional colleagues, or staff of the Student Services Department, Student Center. Reference in a paper to information from non-print materials (e.g. videotapes, scholarly presentations, on-line computer sources) must be cited according to APA Style. Failure to do so will be considered plagiarism.

**Peer Grading and Confidentiality.** In completing course assignments, students are encouraged to use any resources (supplemental texts, information on the World Wide Web, etc.), other than human, to supplement the required readings and learning activities. Regarding peer review of in-class presentations: misconduct includes indiscriminately awarding points regardless of the quality of the student peer's performance. Abuse of academic resources includes copying academic software from a KUMC computer for use on your personal home computer. When asked to apply "real world" examples in papers, the names of the organization or its members should be kept confidential. Any classroom discussion pertaining to organizational issues or personnel is confidential and restricted to the classroom or discussion board.

## ADA Statement

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913.588.6580 or visiting G116 Student Center.

Any student in this course who needs an accommodation because of a disability in order to complete the course requirements should contact the instructor of the Equal Opportunity / Disability Specialist (913.588.7813, TDD 913.588.7963).

## Course Map - Fall Semester 2008

### *Module ONE: Preparing for effective leading, managing, and following*

#### Module One Objectives:

1. Differentiate leading, managing and following behaviors to effect self-development, organizational change and collaborative interdisciplinary relationships.
2. Appraise 'self' as leader and change agent.
3. Build leadership capabilities by practicing a) integrative thinking in messy decision-making, b) sensemaking, c) relating, d) visioning, and e) inventing.

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<i>Week 1:</i> August 21 – 27	<i>Prof.</i> <i>Gambino</i>	<u>Topics:</u> a) Review of Course Expectations, b) Leadership, Management, and Followership: <i>Conceptual and Theoretical Development, &amp;</i> c) Exploration of 'Self' as Leader
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#### Preparatory Reading:

- Joiner & Josephs, pp. 3-40 (*Leadership Agility*)
- Kaplan, R. S. (2008). Reaching your potential. *Harvard Business Review*, 86(7), 45-49.
- Kellerman, B. (2007). What every leader needs to know about followers. *Harvard Business Review*, 85(12), 84-91.
- Martin, R. (2007). How successful leaders think. *Harvard Business Review*, 85(6), 60-67.
- Paul & Elder, pp. 1-47.

#### **➔ POST PICTURE AND SELF BIO-SKETCH ON ANGEL**

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Week 2:  
August 28 -  
September 3

Prof.  
Godfrey

Topic: Assuming Leadership Roles

Preparatory Reading:

- Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). In praise of the incomplete leader. *Harvard Business Review*, 85(2), 92-100.
- George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, 85(2), 129-138.
- Joiner & Josephs, pp. 43-122 (*Leadership Agility*)

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Week 3:  
September  
4 – 10

Prof.  
Godfrey

Topic: Leadership in Uncertain Times

Preparatory Reading:

- Badaracco, J. L. (2003). How “leading quietly” offers realistic help with the difficult, important human problems. *Journal of Organizational Excellence*, 22(3), 3-16.
- Hemp, P. (2008). Where will we find tomorrow’s leaders? *Harvard Business Review*, 86(1), 123-129.
- Meyerson, D. E. (2001). Radical change the quiet way. *Harvard Business Review*, 79(9), 92-100.
- Joiner & Josephs, pp. 123-189 (*Leadership Agility*)

➔ **DISCUSSION FORUM POSTING**

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## ***Module TWO: Professional and Network Development as a Leadership Function***

Module Two Objectives:

1. Assess professional and network development opportunities for leadership.
2. Implement a plan to build and maintain relationships through professional and network development and mentoring.
3. Demonstrate leadership through the use of storytelling with peers.

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Week 4: Prof. Topics: a) Building a Network,  
September Ford b) Managing Social Capital for Effective Outcomes,  
11 – 17 c) Mentoring, &  
d) Storytelling

Preparatory Reading:

- Coutu, D. (2007). Making relationships work. A conversation with psychologist John M. Gottman. *Harvard Business Review*, 85(12), 45-50.
- DeLong, T. J., Gabarro, J. J., & Lees, R. J. (2008). Why mentoring matters in a hypercompetitive world. *Harvard Business Review*, 86(1), 115-121.
- Guber, P. (2007). The four truths of the storyteller. *Harvard Business Review*, 85(12), 53-59.
- Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85(9), 62-71.
- Ibarra, H., & Hunter, M. (2007). How leaders create and use networks. *Harvard Business Review*, 85(1), 40-47.

➔ **DISCUSSION FORUM POSTING**

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**Module THREE: Organizations – Their Functions, Purpose, Myths & Realities**

Module Three Objectives:

1. Recognize the range of possible organizational structures, from dyadic to complex virtual organizations.
2. Formulate a definition of organization.
3. Appraise an organization using Greiner's model.
4. Use 3-4 leadership practices that increase motivation and inspire people.

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Week 5: Prof. Topic: The Nature of Classic Organizations  
September Godfrey  
18 – 24

Preparatory Activity:

- View Dwyer Video Stream  
*[Will be posted in the 'Module THREE' Folder; Should you have technical issues, please contact the Help Desk at 913.588.7995]*

Preparatory Reading:

- Greiner, L. (1998). Evolution and revolution as organizations grow. *Harvard Business Review*, 76(3), pp. 3-11.

➔ **DISCUSSION FORUM POSTING**

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Week 6: Prof. Topic: Emerging and Virtual Organizations  
September 25 Ford

– October 1

Preparatory Reading:

- Brafman & Beckstrom (*The Starfish and the Spider*)

**➔ DISCUSSION FORUM POSTING**

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Week 7: Prof. Topic: Shared Leadership  
October Godfrey

2 – 8

Preparatory Reading:

- Eisenstat, R. A., Beer, M., Foote, N., Fredberg, T., & Norrgren, F. (2008). The uncompromising leader. *Harvard Business Review*, 86(7), 51-57.
- Hemp, P. (2008). Where will we find tomorrow's leaders? *Harvard Business Review*, 86(1), 123-129. [Review from Week 3]
- Hess, R. (January 31, 2004). From bedside to boardroom – Nursing shared governance. *Online Journal of Issues in Nursing*, (9)1, Manuscript 1.  
[Available <http://www.nursingworld.org/OJIN/> ➔ Table of Contents]
- Nohria, N., Broysberg, B., & Lee, L-E. (2008). Employee motivation: A powerful new model. *Harvard Business Review*, 86(7), 78-84.
- Kanter, R. M. (2008). Transforming giants. *Harvard Business Review*, 86(1), 43-52.

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Week 8: Prof. Topic: Complexity Science Approaches to Organizations  
October Gambino

9 - 15

Preparatory Reading:

- Anderson, R. A., Ammarell, N., Bailey, D. E., Colon-Emeric, C., Corazzini, K., Lekan-Rutledge, D., Piven, M. L., & Utley-Smith, Q. (2005). The power of relationship for high-quality long-term care. *Journal of Nursing Care Quality*, 20, 103-106.
- Bodenheimer, T. (2007, September). *The science of spread: How innovations in care become the norm*. Retrieved December 27, 2007, from <http://www.chcf.org/topics/chronicdisease/index.cfm?itemID=133461>
- Leykum, L. L., Pugh, J., Lawrence, V., Parchman, M., Noel, P. H., Cornell, J., & McDaniel, R. R. (2007, August). Organizational interventions employing principles of complexity science have improved outcomes for patients with Type II diabetes. *Implementation Science*, 2:28.  
[Available at <http://www.implementationscience.com/content/2/1/28> ]
- Patterson, Grenny, Maxfield, McMillan & Switzler, pp. 3-72, (*Influencer: The Power to Change Anything*)

**➔ DISCUSSION FORUM POSTING**

## Module FOUR: Organizational Readiness for Change

### Module Four Objectives:

1. Select leadership practices that promote a learning organization.
2. Differentiate linear from nonlinear problems and propose appropriate problem solving strategies.
3. Interpret and apply complexity science principles to linear and social change theories in a healthcare setting

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Week 9:  
October  
16 - 22

Prof.  
Gambino

Topic: Linear and Non-linear Approaches to Change Management

#### Preparatory Reading:

- Edmondson, A. C. (2008). The competitive imperative of learning. *Harvard Business Review*, 86(7), 60-67.
- Heifetz, R. A., & Linsky, M. (2002). A survival guide for leaders. *Harvard Business Review*, 80(6), 65-74.
- Patterson, Grenny, Maxfield, McMillan & Switzler, pp. 75-272, (*Influencer: The Power to Change Anything*)
- Spradley, B. W. (1980). Managing change creatively. *Journal of Nursing Administration*, 10(5), 32-37.

[\[Available in 'Module FOUR Readings' Folder\]](#)

#### ➔ DISCUSSION FORUM POSTING

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Week 10:  
October  
23 - 29

Prof.  
Gambino

Topic: Decision-Making Strategies to Influence Change

#### Preparatory Reading:

- Kinnaman, M., & Bleich, M. (2004). Collaboration: Aligning resources to create and sustain partnerships. *Journal of Professional Nursing*, 20, 310-322.  
[\[Use Citation Matcher to find this article\]](#)
- Snowden, D., F., & Boone, M. E. (2007). A leader's framework for decision making. *Harvard Business Review*, 85(11), 68-76.

#### ➔ DISCUSSION FORUM POSTING

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## Module FIVE: Organization Behavior and Dynamics

### Module Five Objectives:

1. Classify human and organizational problems and issues into Bisno's root cause framework.
2. Examine your espoused versus theory-in-use and discuss how organizational outcomes are influenced by Model I versus Model II behavior.
3. Compare appreciative inquiry to traditional change approaches.
4. Apply conflict management strategies that enhance organizational outcomes.
5. Appraise the characteristics of an effective team or group.

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Week 11: Prof.  
October 30 - Godfrey  
November 5

Topic: Action Science and Appreciative Inquiry

### Preparatory Reading/Viewing:

- Bowen, D. D. (1997). Action science management. In D. D. Bowen, R. J. Lewicki, F. S. Hall, & D. T. Hall (Eds.), *Experiences in Management and Organizational Behavior* (4<sup>th</sup> ed., pp. 383-393). New York: John Wiley & Sons, Inc.  
**[Available in 'Module FIVE Readings' Folder]**
- Cooperrider & Whitney, pp. 1-65. (*Appreciative Inquiry*)
- Jones, D. *Celebrate what's right with the world*. Retrieved August 5, 2008 from <http://www.celebratetraining.com/> Note: Watch the preview on this page.
- **One** of the following:
  - Carter, C. A., Ruhe, M. C., Weyer, S., Litaker, D., Fry, R. E., & Stange, K. C. (2007). An Appreciative inquiry approach to practice improvement and transformative change in health care settings. *Quality Management in Health Care*, 16, 194-204.
  - Shendell-Falik, N., Feinson, M., & Mohr, B. J. (2007). Enhancing patient safety: Improving the patient handoff process through Appreciative Inquiry. *Journal of Nursing Administration*, 37, 95-104. **[Use Citation Matcher to find this article]**

### ➔ DISCUSSION FORUM POSTING

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Week 12: Prof.  
November Gambino  
6 - 12  
Guest:  
Prof.  
Carlson

Topic: Managing Social Capital for Effective Outcomes

### Preparatory Reading:

- Katzenbach, J. & Smith, D. (1993). The discipline of teams. *Harvard Business Review*, 71(2), pp. 111-120.
- Prusak, L., & Cohen, D. (2001). How to invest in social capital. *Harvard Business Review*, 79(6), 86-93.

### ➔ ASSIGNMENT DUE: LEADERSHIP AND CREATING SOCIAL CHANGE

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Week 13: Prof. Ford Topic: Root Cause Analysis of Social Conflict

November  
13 – 19

Preparatory Reading:

- Bisnos, H. (1988). A portrait of conflict. In *Managing conflict* (pp. 27-30). Newbury Park, CA: Sage Publications.  
[\[Available in 'Module FIVE Readings' Folder\]](#)
- Runde, C. E., & Flanagan, T. A., pp. ix – 113, (*Becoming a conflict competent leader*)

**➔ DISCUSSION FORUM POSTING**

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Week 14: Prof. Ford Topic: Conflict Management

November  
20 - 26

Preparatory Reading/Viewing:

- Runde, C. E., & Flanagan, T. A., pp. 115 – 189, (*Becoming a conflict competent leader*)
- Watch the *12 Angry Men* movie. This 1957 movie is posted in its entirety on U-tube in 10 segments. The links have been added to Course Resources, under the Movies link on the course home page in ANGEL.

**➔ DISCUSSION FORUM POSTING**

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November 27  
– December 3

*Thanksgiving*

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Week 15: Profs. Topics: a) Becoming a More Agile Leader  
December Gambino, b) Open Forum – Review of Concepts for Application in Health  
4 - 10 Ford, & Settings  
Godfrey

Preparatory Reading:

- Joiner & Josephs, pp. 193-226 (*Leadership Agility*)

**➔ DISCUSSION FORUM POSTING**

**➔ COURSE EVALUATION**

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*Finals Week*  
December 17

**➔ FINAL COMPREHENSIVE EXAM**

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