Course Title: Leading Organizations

Contact Information
Faculty: Mark J. Bittle, DrPH, MBA, FACHE (mbittle1@jhu.edu)
         W: 502-0460 | Office: By appointment, HH539
TA: Jeffery Nguyen (jeff.nguyen@jhu.edu)

Course Description
The objective of this course is to focus on the essential principles of personal and interpersonal leadership that can be used in an organizational setting to enhance performance, align and empower personnel, and assure organizational engagement. Students will learn and apply leadership skills in a hands-on, practical way that allows them to assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency and encourages them to challenge their own beliefs and assumptions about what constitutes leadership. Offering a comprehensive review of contemporary issues and perspectives on leadership, students gain an understanding of multidisciplinary and systems-oriented approaches as well as classic leadership theory. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and creating organizational change strategies. Students will identify, analyze, and apply leadership behaviors through readings, self-discovery, peer discussions, and case studies.

Course Learning Objectives
Upon successfully completing this course, students will be able to:

1. Recognize the role of self-awareness to create one’s leadership path by assessing one’s own strengths and weaknesses in leadership capacities including cultural proficiency.
2. Explain their leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
3. Articulate leadership paths that will enable them to leverage their motivational capabilities.
4. Build strong teams, as well as a culture of engagement and satisfaction.
5. Develop and apply leadership techniques that optimize their leadership effectiveness and empower others in creating organizational change strategies.
6. Articulate a Personal Leadership Development Plan to guide them.
Intended Audience

Required for HPM/DrPH in Leadership and Management track, MPH Health Leadership and Management track; elective for Certificate in Health Finance and Management, MPH/MBA, and others.

Prerequisites

None

Academic Ethics and Student Conduct Code

Students enrolled in the Bloomberg School of Public Health of The Johns Hopkins University assume an obligation to conduct themselves in a manner appropriate to the University's mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic record; violation of the rights and welfare of animal or human subjects in research; and misconduct as a member of either School or University committees or recognized groups or organizations.

Students should be familiar with the policies and procedures specified under Policy and Procedure Manual Student-01 (Academic Ethics), available on the school’s http://my.jhsp.h.edu portal.

The faculty, staff and students of the Bloomberg School of Public Health and the Johns Hopkins University have the shared responsibility to conduct themselves in a manner that upholds the law and respects the rights of others. Students enrolled in the School are subject to the Student Conduct Code (detailed in Policy and Procedure Manual Student-06) and assume an obligation to conduct themselves in a manner which upholds the law and respects the rights of others. They are responsible for maintaining the academic integrity of the institution and for preserving an environment conducive to the safe pursuit of the School's educational, research, and professional practice missions.

Course Topics

Leading organizations requires an understanding of your own approach to leadership, contemporary principles, and how to engage and align people, processes and organizational design to achieve organizational results. Major topics in this course include:

1. Defining Leadership:
   a. Students will begin to develop a personal definition of leadership and evaluate that definition in light of their current leadership experience and knowledge.
      i. Personal Leadership
      ii. Organizational Leadership
      iii. Global Leadership

2. Leadership in the Context of Self:
   a. Students will develop a personal profile of their own leadership strengths and talents, which will be assisted through activities such as the Reflected Best Self exercise.
3. Leadership in the Context of Community:
   a. Students will explore the practical aspects of group development and dynamics

4. Leadership Theory:
   a. Leadership theory models will be introduced, particularly in light of comparing historical and contemporary views of leadership

5. Leadership Concepts:
   a. Vision, goals, motivation, decision-making, time management, power, team building, conflict, dealing with change, communication skills, ethics, and diversity issues will be discussed in the context of influencing leadership effectiveness.

Course Schedule

The readings for this course are a compilation of articles and chapters (as outlined in the document titled Course Reading List in the Online Library of CoursePlus), which are all available through e-reserves (use your JHED username/password for access) or through the Online Library of the CoursePlus site for this course.

Lecture Slides: PowerPoint slides for course lectures will be available through CoursePlus http://courseplus.jhu.edu/

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<td>1. Course Introduction/Class Expectations &amp; Introductions</td>
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<td>2. Defining Leading and Leadership</td>
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<td>3. Leadership in the Context of the Self</td>
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<td>4. Leader-Manager Self-Assessment: Creating Your Leadership Shield</td>
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<td></td>
<td>5. Summary of Leadership Day 1 Takeaways</td>
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<td>6. Reflection and Synthesis</td>
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Readings:

- https://www.samhsa.gov/capt/applying-strategic-prevention/cultural-competence
### Assignment: (due Monday 6/24): Personal Leadership Development Plan
- Students compose a Personal Leadership Development Plan in which they incorporate findings from the various leadership assessments completed during the course, including cultural proficiency, in which they identify five critical leadership competencies essential to their career paths, delineate the means by which the competencies will be developed, and the timeframe in which they will develop them. (see Assignments for specific instructions)

### Day 2 Lectures:
1. Recap of Day 1
2. Major Schools of Leadership Thought
3. Critical Assessment of Leadership Theories: Strengths/Opportunities-Criticisms/Challenges
4. Closing Reflection and Synthesis

### Readings:
- Motivation Theories: Content and Process

### In-Class Assignment: Students assess their leadership strengths and weaknesses, including cultural proficiency, using multiple self-assessment tools.

### Day 3 Lectures:
1. Recap of Day 2
2. Organizational Change
3. Complexity Leadership
4. Capacity Building and the Learning Organization
5. Sustainable Leadership & the Collaboration Imperative
6. Evaluating Leadership Effectiveness
7. Closing Reflection and Synthesis

### Readings:
**In-Class Assignment:** Read the case “The Vision Failed.” Prepare and present in class an assessment of why the change process failed and develop recommendations for creating and leading a successful change strategy.

**Assignment: (due Monday 7/22): Leadership Interview (Voice Thread)**

- Students identify and interview a leader within a healthcare or related organization. In the interview, analyze this leader’s behavior, skills, and traits. They identify a current organizational challenge faced by this leader, articulate the leader’s approach, and create additional organizational change strategies this leader might adopt. (see Assignments for specific instructions)

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### Methods of Assessment

In-class Participation, In-class Case Studies analysis and discussion & Personal Leadership Development Plan: 25%; Leadership Interview and Assessment: 40%; Create Leadership Development workshop video (group work): 35%

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### Disability Support Services

If you are a student with a documented disability who requires an academic accommodation, please contact the Office of Disability Support Services at 410-502-6602 or via email at JHSPH.dss@jhu.edu. Accommodations take effect upon approval and apply to the remainder of the time for which a student is registered and enrolled at the Bloomberg School of Public Health.

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### ASSIGNMENTS

#### Personal Leadership Development Plan (due Monday, June 24 @ 11:59PM ET)

Based on the topics covered and the various assessments completed, develop a personal leadership development plan. First, your plan should briefly assess your strengths and weaknesses in leadership capacities, including cultural proficiency, referencing findings from assessments and/or other sources (e.g. past performance evaluations). Then the plan must identify at least 5 critical competencies you identify as essential to your personal career plan. Each competency should be substantiated in terms of relevance/evidence-base (e.g. why is this important/evidence-basis for competency). For each identified competency, identify the means by which this competency will be developed and timeframe. The Plan should be 3-5 pages in length (typed, double-spaced, 12 point font) and include a title page with your name.

#### Leadership Interview (due Monday, July 22 @ 11:59PM ET)

1) Identify an individual in the health or healthcare field in a senior leadership role (this should be someone you do not know personally, and should be someone other than your direct supervisor).
   
   a. The interview is a semi-structured interview and should minimally include the following:
      
      i. Identify the leader, the organization, their current role, and a brief biography of their leadership journey
ii. Interview the individual to identify the individual’s leadership style, i.e. their leadership shield (can use the questions in each of the shield’s 5 sections)

iii. What are the 2-3 most significant leadership (see below) challenges facing the organization in the next three (3) years?
   1. Faced by the CEO
   2. Faced by the Board

iv. What skill or skill set (competencies) will be necessary to overcome/face the challenges described above (ii.1, and ii.2) for each?

v. Add 2-3 questions of your own choosing related to the topic at hand.

b. Summarize the identified characteristics of the leader chosen and describe how these characteristics relate to current/future competencies necessary for organizational transformation.

2) Prepare a PowerPoint presentation to share the findings of your interview. You may be as creative as you wish, so long as the content of the presentation contains the information above. The PowerPoint may be no more than 6 slides in length.

3) Log into voice thread and create a new voice thread. Upload the PowerPoint presentation.

4) Then, add voice content to narrate the presentation. The total length should be no more than 7 minutes. Clarity and conciseness is as important as creativity.

5) Final step, upload the PowerPoint presentation to the course drop box for assignment 2.

Leadership Development Workshop Video (due Monday, July 22 @ 11:59PM ET)

Students are responsible to develop, design, and present a leadership workshop in assigned groups of 2. The workshop is to be an 8-minute video on a leadership topic of the students’ choosing, but must be relevant to leading contemporary health care organizations. The length of the video should be 8-minutes, no longer. The following is a suggested format:

- Subject
- Why Important
- Key Learning Objectives
- Exercise or Learning Opportunity
- De-brief and Reflection Implications for Leadership.

Each group can use an online medium of their choice to communicate the content and deliver the learning outcomes. VoiceThread is preferred and strongly encouraged (see Guide to Using VoiceThread at the end of this document.)

Topic areas to consider include those covered/referenced in the course or:

- Teams and Teamwork
- Change & Change Management
- Communications and Problem Solving
- Learning Organizations and Knowledge Management

The above assignments should be submitted to the appropriate Drop Box on the CoursePlus website for this
course. For the group assignment (video), submit to the Drop Box a Word document with the names of your group members and the URL/web address for the VoiceThread presentation your group created. One member of the group should submit on behalf of the group, so we do not receive duplicate submissions.

Each student has been assigned to a group for the Leadership Development Workshop Video assignment. To identify your fellow group member, in CoursePlus click on Communication → Course Groups. You should see the name and contact information for the members of your group. To facilitate collaboration, we have created a Discussion Forum category in CoursePlus for each group and only your members have access to it. To view it in CoursePlus, click on Communication → Discussion Forum and you’ll see the dedicated thread for your group with your group number in the title.

**Learning Objectives/Competency Model Matrix**

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>DrPH/MHA COMPETENCY</th>
<th>STUDENT EVAL &amp; LEARNING ACTIVITIES</th>
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<tbody>
<tr>
<td>Understand why leaders lose their way and the value of self-awareness to create one’s leadership path.</td>
<td>Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency</td>
<td>Case Study Discussions and Critical Analysis Paper</td>
</tr>
<tr>
<td>Identify and explain their leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.</td>
<td>Utilize strategic assessment and planning skills to identify internal and external issues that may impact delivery of essential public health services, and apply facilitation skills to ensure the participation of key internal and external organizational stakeholders.</td>
<td>Case Study Discussions, Critical Analysis Paper, and Leadership Reflection</td>
</tr>
<tr>
<td>Understand the power of motivation, both extrinsic and intrinsic, and to find leadership paths that will enable them to utilize their motivated capabilities.</td>
<td>Apply organizational theory and interpret its relation to professional practice as it contributes to the development, implementation, and monitoring of organizational performance standards while promoting team learning and organizational learning.</td>
<td>Case Study Discussions and Critical Analysis Paper</td>
</tr>
<tr>
<td>Build strong teams, as well as a culture of engagement and satisfaction, and lead an integrated life.</td>
<td>1) Facilitate shared decision making through negotiation and consensus-building methods. 2) Create organizational change strategies</td>
<td>Case Study Discussions and Critical Analysis Paper</td>
</tr>
<tr>
<td>Develop and apply their leadership and empower other leaders, while optimizing leadership effectiveness.</td>
<td>Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.</td>
<td>Case Study Discussions and Critical Analysis Paper</td>
</tr>
<tr>
<td>Articulate a Personal Leadership Development Plan to guide them.</td>
<td>Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency.</td>
<td>Case Study Discussions, Critical Analysis Paper, and Leadership Reflection.</td>
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**GUIDE TO USING VOICETHREAD**
**VoiceThread** is an online, collaborative tool that allows students and faculty to upload presentations, images, and video, and teeeo comment on their content in multiple different ways - via text, voice, or webcam

- You will need your JHED ID to login to VoiceThread
- Please see the instructions for VoiceThread using the links below:
  - [https://sites.google.com/site/ctltteachingtoolkit/events-and-workshops/toolkit-voicethread](https://sites.google.com/site/ctltteachingtoolkit/events-and-workshops/toolkit-voicethread)
  - [https://sites.google.com/site/ctltteachingtoolkit/resources/voicethread/voicethread-how-to-faculty-ta](https://sites.google.com/site/ctltteachingtoolkit/resources/voicethread/voicethread-how-to-faculty-ta)
  - [https://sites.google.com/site/ctltteachingtoolkit/system/app/pages/search?scope=search-site&q=voicethread](https://sites.google.com/site/ctltteachingtoolkit/system/app/pages/search?scope=search-site&q=voicethread)

Submit the URL/hyperlink/web address for your VoiceThread presentation, along with names of group members, to the Drop Box in a single Microsoft Word document.

**NOTE:** Only one person from your group needs to submit the assignment on behalf of the group.

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**GUIDE TO COLLABORATING REMOTELY**

**How to work as a group remotely**

The following tools are available on the CoursePlus website for your group:

1. Discussion Forum thread that can only be edited and read by your group members
2. Email: you can find email addresses for your group members under the "Communications → Roster" tab in CoursePlus.

Other approaches to discuss and keep in touch with your group members:

2. Adobe Connect: a web collaboration tool that provides you with a virtual meeting/classroom environment for sharing your presentations, images, and desktop applications with remote participants. JHU has an enterprise Adobe Connect server ([https://connect.johnshopkins.edu](https://connect.johnshopkins.edu)) which students with a JHED ID can log into and use. Students who do not have a JHED ID can be invited as a guest and join.
3. Google also has tools for online collaboration and tracking documents and making changes simultaneously.