PUBHHMP 7617: Health Services Leadership and Organizational Change
3 credit hours – Spring 2026
Wednesdays/12:45-3:30pm/024 Hayes Hall

Course Instructor
Kelly J. Scheiderer, RHIA, MHA, Health Administration, The Ohio State University, 01/12/2026
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Instructor's Office Hours
Mondays from 4:00-5:00pm in my office or online; or by appointment.

Faculty Feedback & Response Time
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.
- Please feel free to text me if an urgent issue arises.

Graduate Teaching Assistant (GTA)
Thomas Elton, Elton.21@buckeyemail.osu.edu, office hours Tuesdays 3-5pm via Zoom
https://osu.zoom.us/j/93632317375?pwd=qBdwboeq5ny54YSVS1MPn7ECViTPqq.1
or by appointment.

GTA Responsibilities
The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description
This course is designed to provide students with a strong foundation in leadership development and organizational change. This course will provide students with evidence-based insight and frameworks to understand leadership practice and leaders' roles in inspiring and/or advancing change in a variety of settings. Conducted largely as a practical workshop, this course will provide students with opportunities to a) assess, practice, and improve their own leadership skills, b) apply concepts to analyze leadership and organizational change in healthcare and c) gain leadership insights from a diverse range of healthcare leaders at all levels. As an integrative course for the MHA program, students will access, synthesize, and build-upon knowledge and insights throughout their previous coursework and administrative residency.

Class sessions will be highly interactive and practical. Throughout the course, readings, cases, assignments, and experiential exercises will be used to explore a wide variety of challenges faced by healthcare leaders, including oneself.

Prerequisites

PUBHHMP 7615 (Health Services Organizational Management) and graduate standing in Health Services Management & Policy (MHA), or permission of instructor. MHA students are strongly encouraged to take this course during the same semester that they take the capstone course (PUBHHMP- 7631).

Course Learning Objectives

This course has three overarching goals for students which will be achieved through specific learning objectives as summarized in the table below. This course is also designed to support students' attainment of specified MHA program competencies which are also summarized in the table below.

Learning Objectives	Competencies
Critically evaluate the role, behavior, and unique contributions of individual leaders (including themselves) and their impact using insights from current theory and frameworks for leadership and change management	MHA 14
Practice and demonstrate behaviors that contribute to successful personal, team, and organizational leadership.	MHA 14 MHA 15 MHA 16
Develop a personal leadership statement and development plan that reflects deep self-awareness, personal values, and forward-looking priorities and goals.	MHA 14 MHA 15 MHA 16 MHA 18

Competencies: MHA Program Competency Development and Assessment

The MHA curriculum has been developed to support students' development of MHA Program Competencies over our two-year curriculum, with each course designed to focus on a designated subset of competencies. Within each course, faculty will design assignments to support students' development of specified competencies, formally assess students' progress towards their attainment at the target level for the course (basic, intermediate, advanced), and provide feedback to students as to whether their demonstration of the competency "meets" or "needs work" by the end of the course. Please note: While there is often a relationship between competency attainment and overall course grade, the purpose of the competency assessment is to provide students with feedback that can be used for future development and growth.

The table below summarizes the competencies that will be developed in this course, the activities/assignments that support students to develop this competency, and the measure that we will use to assess each students' attainment.

Competency	Level*	Modules/Assignments	Final Assessment
MHA 14: Leadership and Change Management	A	• Modules: All • Assignments: Case Prep, Personal Change Project, Interpersonal Change Project	Change Projects (Combined)
MHA 15: Impact and Influence	A	• Module/Topic: Cases, Guest Speakers • Assignments: Leadership Presentation	Leadership Presentation
MHA 16: Professional Development	A	• Module/Topic: All • Assignments: Self-assessments, reflections, change projects, Personal Mission, Vision and Values, Comprehensive Self-Assessment, Leadership Assessment & Development Plan	Leadership Assessment & Development Plan
MHA 18: Personal and Professional Ethics	A	• Module/Topic: Values and Ethics Assignments: Personal Mission, Vision, and Values	Personal Mission, Vision, and Values

*B-basic skills, encompassing knowledge and comprehension of subject matter; I-intermediate skills, encompassing application to analyze a problem; A-advanced skills, encompassing ability to evaluate, judge, and synthesize information

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

Text/Readings:
Resources will be posted on Carmen. If items need to be purchased, details will be provided.

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

Mode of delivery: The class will be taught in a classroom-based format, supplemented by a course website. Classroom sessions will be designed to give students the opportunity to synthesize and apply content from their assigned readings to practical situations. In order to enhance student learning, a variety of different approaches to teaching and learning will be used in the class sessions: lectures, discussions, small group work, facilitated activities, and guest speakers. *In some instances, distance-based learning approaches may be deployed in lieu of a classroom meeting, e.g. online lectures/guest speakers, flipped classroom, etc. to support student learning. These will be clearly communicated in advance via the course website.*

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., class meetings and instructor content and Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., reading and assignment preparation).

Attendance and participation requirements: This class meets once per week and attendance and active participation is expected.

Course Technology

Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings) or Teams virtual meetings

Required equipment
- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software
- Microsoft 365 Copilot (formerly Office 365)
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Please remember that even though this course only meets once per week, it is worth three-credits. Therefore, the workload for each session is similar to what you would typically see in two sessions of a twice per week class worth the same number of credits. To distribute the workload and align with in-class

content, assignments will be due throughout the week, not just on the day of class meetings. All deadlines and assignment details will be posted on Carmen.

Over the course of the semester, you will complete a number of self-assessments, in-class activities, and assignments that simulate leadership and organizational change. You will also complete two out-of-class projects that will provide you experiential learning on leading change. Using lessons gleaned from these various assignments and activities to complete two required reports, a personal leadership development plan, brief final presentation of your "leadership story" as described below.

1. Leadership Assessment & Development Plan

You will create your own leadership development plan that articulates your vision and philosophy for yourself as a leader. Drawing on your own reflections, self-assessments, and feedback from others over the course of the semester, your plan will provide a comprehensive assessment of your current priorities, strengths, and opportunities to improve. You will also set specific priorities and goals for your development as a leader. In-class activities, homework and reflection assignments, and the two change projects are designed to facilitate the personal insight needed to create this plan.

2. Personal Change Project

You will identify something about yourself that you perceive to be important for your impact as a leader and which you wish to improve. Using concepts and theories from the course, you will develop and carry out a plan for self-improvement. You will then reflect on what you learn in the form of a written analysis, which you will submit on Carmen.

3. Interpersonal Change Project

You will identify an interpersonal relationship that you perceive to be important in your personal or professional life but that is lacking, conflicted, or needs to be improved in some way. Using concepts and theories from the course, you will develop and carry out a plan for building, improving, or enhancing that relationship. You will then reflect on what you learn in the form of a written analysis, which you will submit on Carmen. Specific details are posted on Carmen.

4. "Your Leadership Story" Final Presentation

An important aspect of authentic leadership is being able to understand, connect to, and communicate one's own leadership story. Insights about your own leadership story can be used to shape your leadership approach, priorities, and actions. Using a modified Pecha Kucha format, this final presentation will draw on and synthesize insights from the entire semester, especially your leadership assessment and development plan.

5. Class Prep Assignments

Most weeks, you will have at least one (but often two—remember each session is equal to <u>two</u> sessions in a twice per week class) brief assignment to prepare for class. These short assignments are intended to get you thinking more deeply about readings and course content, prepare for cases, and reflect on the applicability to your own ongoing development as a leader. They will also improve your preparation for in-class activities, guest speakers, and case discussions.

Many of the assignments and/or questions will take the form of guided, written reflections. These will help you make progress on your out-of-class projects and provide useful material for constructing your leadership development plan and presentation at the end of the semester. You are encouraged to complete these assignments as if they are written only for you. Do not worry about "wordsmithing," proper punctuation, grammar, etc. Rather, focus your time on extracting lessons for yourself.

Please note: Although we will read these assignments and may provide feedback, they are designed for your own learning and to support your progress towards the other major assignments, these routine assignments will not be graded, but marked as complete or not complete for tracking purposes.

6. Article Discussion (Group)

You will be assigned to a small group responsible for facilitating the discussion of the assigned articles for a specific class session. Each group will be assigned a different session/topic, ensuring a variety of perspectives and coverage throughout the term. Details about group assignments, topics, and expectations for this activity will be discussed on the first day of class. As a group, your task will be to collaboratively synthesize the key concepts from the assigned readings and design an engaging discussion to facilitate peer learning. This includes creating opportunities for dialogue, encouraging participation, and summarizing key takeaways. Peer-to-peer teaching is an effective learning approach, particularly for graduate students and is also an opportunity for you to practice important leadership skills, e.g. synthesizing and communicating complex ideas, engaging others in dialogue, and summarizing key learnings.

7. Engagement

Engagement includes your preparation, attendance, active participation, attitude, and in-depth involvement with the content and ideas throughout the course, including attendance, classroom participation, and depth of reflection in your assignments. Actively fostering a positive climate in class and among your classmates and contributing to their development as leaders will also be considered as evidence of course engagement. While regular participation is important, the quality of your contributions across all aspects of the course is more important than the quantity. On the flip side, activities that undermine the classroom learning environment, e.g. inappropriate use of technology, socializing during work time, multi-tasking, or other forms of checking out, will negatively impact this component of students' engagement score. *Your engagement will be assessed based on evidence that you are taking ownership of your own learning and leadership development in class and in your assignments.*

Grading

The course grade will be based on each of the different course requirements, weighted as follows:

Individual	
Leadership Assessment & Development Plan • Personal Mission, Vision, and Values Statement (15%) • Integrated Self-assessment and Plan (15%)	30%
Change Projects • Personal change project (10%) • Interpersonal change project (10%)	20%
"Your Leadership Story" Presentation	15%
Class Prep Assignments	15%
Engagement	10%
Group	
Article Discussion	10%

                                                          Total   100%

Grading Scale

The following are guidelines for the assignment of grades to graduate students. Please note that the instructor reserves the right to adjust the grading scale if it appears necessary due to overall class performance. These adjustments will only raise a student's grade, not lower it.

Letter Grade	Numeric Value	Range for Final	Description
A	100	94-100	Outstanding performance for a graduate student; consistently shows exceptional depth of understanding and/or capacity for creative application of course concepts
A-	92	90-93	Better than expected performance for a graduate student, with instances demonstrating additional depth of understanding and/or ability to apply course concepts
B+	88	87-89	Expected performance for a graduate student; work is complete and shows solid understanding and application of course concepts
B	84	83-86	Adequate performance for a graduate student; work is complete, but shows some limitations in grasp or ability to apply course concepts
B-	81	80-82	Marginally acceptable work for a graduate student; needs improvement, and is below the acceptable average standard of performance
C	75	70-79	Grades below B- indicate significant problems in understanding and/or ability to apply course concepts and/or a failure to meet stated course requirements
D	65	60-69	
E	50	0-59	

Class Policies

Below is a list of class policies which are designed to ensure a positive, productive learning experience for everyone.

1. **Preparedness.** The quality of our in-class learning experience is directly influenced by each of us making the effort to prepare, attend, and actively engage in discussion. You are expected to be prepared for each class. Preparedness includes completing required reading, analyzing any assigned cases, and completing any homework assignments that are due. Being prepared for every class will enable class participation on any day and will promote the development of leadership skills throughout the class.

2. **Attendance** is expected and necessary for active engagement and fruitful discussion. Only one absence will be allowed. If you miss more than one class session, your engagement grade will be lowered by one third of a letter grade for each additional absence (e.g., if a student has an engagement grade of A- and three absences, the engagement grade will be lowered to a B).

3. **Late assignments** are generally not accepted, except in the most extenuating of circumstances. Alternative arrangements must be confirmed prior to the assigned due with faculty approval.

4. **Respectful participation.** Exposure to a variety of ideas, perspectives, and opinions is necessary for learning and growth. Before criticizing the contributions of others, first make every effort to ensure you have correctly understood the points made in the readings and by others in class and then critique these in a respectful manner.

5. **Computers or cell phones.** Please refrain from using email, the Internet or other computer applications during class unless these uses are directly related to class activities. Regardless of one's ability to "multi-task," use of computers for activities not related to the class is frequently distracting to others. Please silence your cell phones for the entirety of each class session.

6. **Changes in course outline.** Through the semester, changes may be made to the course outline. We will notify students in advance of any such changes. These changes might include assignment of supplemental reading, inviting a guest lecturer, or changing the content of class sessions.

7. **Sharing course material is prohibited.** Please do not share course material with others including within or outside of The Ohio State University. This includes not uploading course materials to Quizlet, Chegg, etc.

If you have a situation that might impact your ability to adhere to any of these course policies, please discuss them with us as soon as possible.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are to learn content through application to your own experience and/or management cases, developing professional self-awareness through self-assessment and reflection, synthesizing and presenting course content, and analyzing leadership cases the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate are not permitted in this course, unless otherwise specified for an assignment. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity (opens in a new window) policy and Code of Student Conduct (opens in a new window) because the work is not your own. The unauthorized use of GenAI tools will result in referral

to the [Committee on Academic Misconduct](#) (opens in a new window). If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. If you feel you need to use GenAI for translation, please contact us to develop a plan for appropriate use. If you have any other questions regarding this course policy, please contact me.

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems
A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

The Ohio State University College of Public Health
PUBHHMP 7617: Leadership and Organizational Change
3 credit hours – Spring 2026

Course Outline

The table below summarizes the overall course outline, indicating the topics, readings, and major assignments. This outline does not include smaller, low-stakes class prep, self-assessment, and/or reflection assignments; you can expect (more than one) of these for most sessions. weekly assignments will be posted in the Carmen modules and released at least one week prior to the due date. *PLEASE NOTE: The outline below lists major planned readings, these are subject to some modification and other supplemental readings and/or podcasts may be added via Carmen modules for each session.*

Week	Date	Topic (s)	Learning Material	Major Assignments
1	1/14	Course Introduction and Overview Leadership Development Workshop: Strength Finders	• Strengths Finders Review	
2	1/21	What is Leadership? Can it Be Developed?	• Kotter, J. P. (2001). What leaders really do. *Harvard Business Review*, 79(11): 85-96. • Dye, C.F. (2023) *Leadership in Healthcare, 4th Edition,* Chapters 1-3. • Ashford, S. J., & DeRue, D. S. (2012). Developing as a leader: The power of mindful engagement. *Organizational Dynamics*, 41(2), 146-154. • Growth Mindset Review (on Carmen)	

3	1/28	Change, Habits, and Goals!	• Heath C & Heath D. (2010). *Switch: How to change things when change is hard.* New York: Broadway (Chapter) • Grenny, J. (2016). Almost all managers have at least one career-limiting habit. HBR blog. July 5, 2016. • Schwartz, T. (2007). Manage Your Energy, Not Your Time. *Harvard Business Review.* October. 63-72. • Duhigg, C. (2012). *The power of habit: Why we do what we do in life and business.* New York: Random House. [Appendix: A reader's guide to using these ideas, pp. 275-286.] • Latham, G. P. (2003). Goal setting: A five-step approach to behavior change. *Organizational Dynamics*, *32*(3), 309-318.	*Personal change project starts*

4	2/4	Values and Ethics in Leadership	• Dye, C.F. (2023) *Leadership in Healthcare, 4th Edition,* Chapters 7 (Ethics and Integrity) and 9 (Servant Leadership). • Dye, C.F. & Garman, A.N. (2015), *Exceptional Leadership*, 2nd Edition (Leading with Conviction) • Dye, C.F. (2023) *Leadership in Healthcare, 4th Edition,* Chapters 99 (Servant Leadership). • Quinn, R.E. & Thakor, A.V. Creating a Purpose-Driven Organization. *Harvard Business Review.* July-August, 2018. • McLeod, L.E. & Lotardo E. (2023) How to be a Purpose-Driven Leader Without Burning Out. HBR.org. • American College of Healthcare Executives (ACHE). Code of Ethics. • Case: Dr. Joan Reede and the Embedding of Diversity, Equity and Inclusion at Harvard Medical School	Team 7: Adelle, Anna, Autumn Peer Teaching Assignment
5	2/11	Authentic Leadership	• George et a. (2007). Discovering your authentic leadership. *Harvard Business Review*. April. • Rosh, L. & Offerman, L. (2013). Be Yourself, but Carefully. *Harvard Business Review.* 91:10, p. 135-139. • Ibarra, H. The Authenticity Paradox. Tedx.Talks	Team 5: Mina, Ritika, Roxanna Peer Teaching Assignment

6	2/18	Organizational Change	• Kotter, J.P. (1995). Leading Change. Why Transformation Efforts Fail. *Harvard Business Review*. March-April. • Dye, C.F. (2023) *Leadership in Healthcare, 4th Edition,* Chapter 10 (Desire to Make a Change). • **Case:** Children's Hospital and Clinics	Personal Change Project Report Due Team 1: Emily, Emma, Ismail Peer Teaching Assignment
7	2/25	Emotional Intelligence and Trust	• Goleman, D. (1996). What Makes a Leader. *Harvard Business Review*. June. • Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review*. March-April. • Dye, C.F. (2023) *Leadership in Healthcare, 4th Edition,* Chapter 15 (trust) • **Case:** "Lead, Follow, or Get Out of the Way": The Challenges Facing the New Chair of Ophthalmology	Personal Mission, Vision and Values Assignment Due *Interpersonal Change Project Starts* Team 2: Kaitlyn, Tyler, Victoria Peer Teaching Assignment
8	3/4	ACHE Meeting	• TBD	
9	3/11	Leading Teams and Working with Others	• Gratton, L. & Erickson, T.J. (2007) Eight Ways to Build Collaborative Teams. *Harvard Business Review*. November. • Druskat, V.U. & Wolff. (2001). Building the Emotional Intelligence of Teams. *Harvard Business Review.* March.	Team 4: Alayna, Annabelle, Christelle Peer Teaching Assignment
	3/18	Spring Break (No Class)		
10	3/25	Navigating Organizational Power Dynamics	• Pfeffer, J. (2010). *Power Play.* Harvard Business Review. July-August, 2010. pp 85-91. • Battaliana, J. & Casciaro, T. (2013). The Network Secrets of Great Change Agents. *Harvard Business Review.* August. • Casciaro (2021). Power for All: Why It's Everyone's Business. *Rotman Management.* Fall. P. 26-30. • **Case:** Navigating Organizational Politics: The Case of Kristen Peters	Leadership Self-Assessment and Development Plan Due Team 6: Arya, Mikayla, Paige Peer Teaching Assignment
11	4/1			

12	4/8	Civility	• Dye, C.F. (2023) *Leadership in Healthcare, 4th Edition,* Chapter 20 (Inclusive Leadership) • Porath, C. & Pearson, C. (2013). The Price of Incivility. *Harvard Business Review.* January-February, 3-9. • Gallo, A. (2022). How to Respond to a Rude Comment at Work. HBR.org. November 9.	Interpersonal Change Project Report Due Team 3: Ava, Grant, Melissa Peer Teaching Assignment
13	4/15			
14	4/22	Leadership Presentations		Leadership Presentation Due