Austin Peay State University

MHA 5420: Leadership Development III

Spring A 2023: January 17-March 7 2023

Instructor Information: Dr. Melissa Kates   **Email: katesm@apsu.edu**

Office Phone: (931) 221-7188

Office Hours: By Appointment Only – evening meetings are an option before 8 p.m.

Other Email instructions: Please email using your APSU account and indicate the course number in the subject line. I typically respond within 48 hours. This does not include weekends or holidays.

NOTE: The information presented in this syllabus is subject to expansion, change, or modification during the semester. Please continually refer to D2L content and announcements for the most up to date information.

Course Details: Asynchronous via D2L

Course Description: This course will expose students to practical applications related to project management, from the perspective of operating in an unofficial role. Students will be introduced to informal and collective leadership practices and frameworks in preparation for their summer Integrative Learning Experiences.

Credit Hours: 1/ Prerequisites and/or Co-requisites: MHA 5020 or MHA 5220

Course Goals

- Student will be able to apply leadership development knowledge, both personal (direct) and general (theories and best practices) to project planning and project management principles.
- Student will integrate concepts of individual leadership development with collective/shared leadership development practices.
- Student will have the ability to relate a deeper understanding of the interconnectivity of healthcare and leadership approaches.
- Student will be able to identify key industry partners and create a communication plan for future potential projects.

Program Competencies

       After this course, the students should be able to achieve the following competencies and Level listed

Domain # and Name	Competency #	Level in this course: 1 (Beginner), 2 (Intermediate) and 3 (Advanced	Competency Title	Competency Description	Assessed by
#2. Communication & Interpersonal Effectiveness	1	2	Communication skills	Demonstrate effective oral, written and presentation skills Exhibit active listening behaviors and open communication styles	Weekly updates

Domain # and Name	Competency #	Level in this course: 1 (Beginner), 2 (Intermediate) and 3 (Advanced	Competency Title	Competency Description	Assessed by
#2. Communication & Interpersonal Effectiveness	2	2	Interpersonal skills	Demonstrate ability to identify and engage key stakeholders Apply appropriate interpersonal communication tools to a variety of settings and audiences	Student prospectus /proposal
Domain 3: Critical Thinking and problem solving	1	2	Critical Thinking	Demonstrate ability to apply critical thinking skills to complex healthcare issues Explore emergent trends and ideas, show aptitude for creative thinking	Compare and contrast assignment
Domain 5: Leadership, Professionalism and Ethical Behaviors	1	2	Leadership Skills and Behaviors	Apply appropriate leadership styles and approaches to organizational performance and improvement. Clearly articulate vision and mission of an organization	Informal and collective leadership review
Domain 5: Leadership, Professionalism and Ethical Behaviors	2	2	Professional Development	Demonstrate ability to be self-aware and assess oneself in areas of leadership and other professional behaviors. Engage in professional training and development opportunities	Leadership Philosophy statement reflection and revision
Domain 5: Leadership, Professionalism and Ethical Behaviors	4	1	Organizational Culture	Demonstrate inclusive behaviors, appreciation for diversity, and cultural awareness Exhibit leadership practices that support team effectiveness	Discussion board posts

Course Text and Materials

Required Textbook:

Kogon, K., Blakemore, S. & Wood, J. (2015). Project management for the unofficial project manager. Dallas, TX: Franklin Covey Co.

Instructor Provided Resources:

Videos and online Reading Resources will be provided several times during the semester, along with pertinent podcasts.

Technical Requirements

Students need to have access to the computer hardware and software necessary to use the university course management system (D2L, Blackboard, e.g.) to access and submit assignments, access course documents like journal articles, PowerPoint, and review grades. Students must also have the computer literacy, equipment, and software to use e-mail, PowerPoint, and Microsoft Word, or other tools used in the course.

APSU Information Technology

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to GovsTech for more information.

Distance Education Support

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to Distance Education's website for more information.

Class Participation

Students are expected to engage with the material, the instructor, and fellow students via D2L. Upon request, Dr. Kates can set up zoom sessions for students to work through materials and topics. Students who make a meaningful contribution to classroom discussions or discussion boards when online will earn points set aside for these categories. Students who demonstrate they are unprepared or fail to engage in discussions or are unable to do problems in class are subject to loss of designated points.

Time Commitment

This online course runs for eight (8) weeks. Each module will begin on Monday morning and end on Sunday at 11:59 C.T., unless otherwise indicated.

This is a one credit course, but is critical to the curriculum. Plan to spend 4 to 8 hours per week reading assigned text, completing assignments, discussing with classmates, case studies, and applying material in this course to plan for your summer integrative learning experience

Instructional Procedures

For the MHA curriculum, many higher learning objectives are targeted. These may include, but not be limited to lecture, guest speakers to review, inverted classrooms (where students teach Instructor), discussions, videos, class projects, presentations and exams.

D2L

You will access most course content and activities through D2L. You must submit all written assignments, projects, and other graded items through the appropriate D2L assignment submission folder. I will not accept nor grade anything submitted by email or other means. All course-related discussions should be through the D2L Discussions tool.

Expectations on assignments, due dates, and exam make-up

• Obtaining a textbook for the course is the student's responsibility. Obtain a book from any source in time to submit the first assignments by the due dates. Not having a text is not an acceptable reason to be untimely in submitting an assignment.

• Each student has one "life happens card" (LHC) to use for any one *single* assignment (this does not apply to all the assignments in a given module – only one assignment). If a student chooses to use their LHC they should notify the instructor within 8 hours of the due date – this card can *not* be used retroactively. For all other assignments there will be no points earned for assignments submitted late, unless approved by instructor.

•Promptly communicate technical and other course issues or problems to the instructor.

•Adhere to all of the guidelines regarding academic honesty, which can be found among other institutional policies in the APSU Student Handbook.

• Students must check into the course a minimum of two-three days per week to actively and substantially participate in the discussion forums and to complete required online course activities.

• Read the syllabus and the information in D2L Contents and other areas to fully understand an assignment. Submit assignments into the drop boxes provided. Assignments submitted by email, mail, or into the wrong drop box will not be graded and not earn points toward the final grade.

• Check in on the D2L announcements regularly to stay up to date and get information about changes in the assignments or discussion boards.

Students can expect the instructor to:

• Respond to emails within 24-48 hours Monday through Friday. Response times may vary during weekends and holidays.

 • Give timely and thorough feedback on all assignments and assessments. In this course, feedback will be provided within 6 days of assignment/assessment submission.

• Post weekly announcements at the beginning of each module to update the class on progress and upcoming assignments/assessments.

• Set the tone of the course and lead the process of building an online learning community.

Communication Policy:

- Weekly announcements will be made through D2L on the "Announcements" page.
- Please be sure to check your APSU email and D2L on a regular, if not daily, basis.
- If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email govstech@apsu.edu.
- The best way to contact me directly via email at katesm@apsu.edu
- If needed, Zoom video conferences, phone calls, or office visits can be scheduled via email

Late Work/Extension Request Policy

Due dates for each assessment/assignment in this course will be specified in the course site. Students have one life happens card (LHC) they can use proactively for any one assignment. Grade deductions up to and including a zero score may be assigned for late submissions at the discretion of the instructor.

GRADING

Type of Assignment	Number of Assignments	Points
Weekly Check ins	4 @ 10 points each	40
Discussion Boards	4 @ 10 points each	40
Class Assignments	Varying points*	70
Leadership Philosophy Statement	Reflections leading to revision with new draft submission.	25
Project Proposal/prospectus	1 @ 25 points	25
		200 points total

Details for the above grade items are elsewhere in this syllabus, or will be available in attachments, online or in class.

Grade Points

A = 180-200
B = 160-179
C = 140-159
D = 120-139
F = Below 120

To calculate your percentage/letter grade during the course, divide the total number points you have earned by the total number of points possible and multiple by 100. This will give you the percentage associated with the letter grades.

Grades earned will typically be reported in D2L as points towards 200 total possible. Students may track these and determine a grade status by dividing points earned to date by points possible to that date. Accumulated points earned by the students will determine final grades. Points earned can be matched to a letter grade using the schedule above.

Class Schedule and Assignments

MHA 5420 is organized in Modules. Each module may include Chapter Exercises, Team Activities, Discussion Boards, Case Studies, Presentations and more.

First Session (A) Spring 2022 January 17th – March 7th 2023

COURSE SCHEDULE – Note: this schedule is fluid and may change based upon the needs of the class.

Further Detail can be found in D2L

Material from the book is Introduction through Chapter 4. We revisit this book in Leadership V.

Module/ Weeks	Content Focus	Assignments Due/See Due Dates Under Weeks in D2L
Module 1: 1/17-1/22	• **Introduction to Project Management** • **Informal Authority & the 4 Foundational Behaviors**	**Read Introduction, Chapter 1 and Chapter 2.** **Course Assignment:** Chapter questions **Discussion Board #1:** See D2L for posting details **Check in #1**
Module 2: 1/23-2/5	• **Introduction to the Integrative Learning Experience (ILE)** • **Chapter 3: Initiating the Project** • **Applying your leadership philosophy to project management**	**Read Chapter 3** **Course Assignment:** Prepare a project scope statement related to securing an ILE for the summer. Example Page 72 **LPS Reflection:** How will your leadership philosophy support any project you work on or manage? Begin to think about how you might revise your leadership philosophy statement. **Discussion Board #2: Tools for initiating –** Which will you try? **Course assignment -** Compare/contrast assignment **Check in #2**
Module 3: 2/6 – 2/19	• **Project planning** • **Introduction to collective/shared leadership** • **Chapter 4: Planning the project** • **Planning for the ILE**	**Read Chapter 4** **Course Assignment:** Creating a project schedule **Discussion Board #3** **LPS Reflection** – Reflect on your strengths as a planner and how it does/does not relate to your leadership philosophy. Where does planning fit? Is it a managing task or a leading task?

Module/ Weeks	Content Focus	Assignments Due/See Due Dates Under Weeks in D2L
		Begin review and search of informal and collective leadership Check in #3:
Module 4 2/20-3/5	• **Informal and Collective Leadership** • **Student Prospectus for ILE**	**Discussion Board #4** **Check in #4 – one on one meetings with Dr. Kates** **Course Assignment:** Annotated Bibliography **LPS Reflection –** Reflect on informal leadership and collective leadership
Final Assignments		**Revised Leadership Philosophy Statement** **Final Student Prospectus for ILE**

Descriptions of Assignments

Check-ins – There are 4 check-ins for this course. You will be provided writing prompts for 3 of the check-ins and will type your responses and submit via D2L. The 4th check-in will be a one on one meeting with Dr. Kates. The one on one meeting can be scheduled at any time during the term – all meetings must be completed by March 3rd.

Course Assignments Details will be provided via D2L – following are some brief descriptions – total points 70

> **Module One Course Assignment**: Respond to following questions**:** Page 15 Q 1, 2, & 3 and page 37 Q 1 & 2. Type responses and submit to D2L by published deadline. Worth: 10 points

> **Module Two Course Assignments:**
> 1**.** Prepare a project scope statement related to securing an ILE for the summer. Example Page 72. Worth 15 points
> 2. Prepare an infographic, Venn Diagram or other depiction comparing and contrasting the 4 foundational behaviors with the 5 leadership principles (from the Leadership Challenge) **-** this can be done in groups of 1-3. Worth 15 points

> **Module Three Course Assignment:** Using one of the four planning tools presented in Chapter 4 (mind map, linear lists, Post-it note method, or Gantt Chart) create a preliminary plan for securing your Integrative Learning Experience for the summer. Worth 15 points

> **Module Four Course Assignment:** Collective and/or Informal Leadership Annotated Bibliography. Worth 15 points

Leadership Philosophy Statement (LPS) Reflection and Revision: You will be provided general reflection prompts – you will **not** turn your reflection prompts in individually. You will submit your original LPS that you created in MHA 5020 and you will provide a revised statement based upon your reflection prompts.

Student Prospectus for Integrative Learning Experience. By the end of this course you should have a plan for securing an ILE for the summer – if not actually have something lined up. There is a specific form you will complete and submit at the end of the course.

Discussion Boards – There are 4 associated discussion boards. See D2L for posting prompts. These will be announced in advance. This will allow participation in posting comments on a topic related to our studies. Assessment of your postings will be based on relevance to the topic, focus, and appropriate and useful responses to other students' posts. Each Forum will allow you an opportunity to earn points.

Students are expected to conduct their interactions in a professional manner and commensurate with the Academic Honor Code and personally complete course requirements. Failure to complete all course requirements will be grounds for assigning a failing grade. There is no "make up" for failing to post in discussions during the allowed time.

Writing Expectations

Strong written communication skills are a primary requirement for most employers. As such, written communication is an important component of your Austin Peay education. Written materials must adhere to standard American English. Please proofread your discussions, assignments, and projects before submitting them. I will grade for content, completeness, organization, spelling, grammar, and punctuation, as well as demonstration of knowledge gained in the course and your ability to apply it.

Our course and the health systems management industry use the APA 7 Style Guide for citations.

Students with Disabilities

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me and Disability Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged. For more information, please visit the APSU Disability Services website.

Course/Classroom Student Conduct

Civil and open discussion online and in the classroom is encouraged. However, demeaning, abusive, or derogatory language regarding race, gender, age, nationality, and religious or sexual preference is not acceptable. Students may be warned only once and in online courses offensive postings may be removed.

Academic misconduct is defined as the following:

Plagiarism. The adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution.

Cheating. Using or attempting to use unauthorized materials, information or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitation or Collusion. Assisting or attempting to assist another to violate a provision of the institution's student code of conduct regarding academic misconduct.

Students should be aware that a violation of the University's Academic Misconduct Policy can result in disciplinary action which could include failure for an assignment, failure for an entire course, probation, suspension, or expulsion from the University. If students are not certain whether a practice would be considered academic misconduct, they should always consult with their instructor.

Course Evaluations:

There will be an end of course survey regarding your thoughts on whether the course delivered the competencies that were set out in the beginning of the course.

APSU Course Evaluations:

This important tool will be available to you during a time that will be announced during the course.

All feedback you submit for the in-course surveys and the end-of-course evaluation is anonymous

University Policies

Minors in the classroom According to APSU policy #3:032, minors, defined as those under the age of 18, are not allowed in classrooms. While extenuating circumstances do occur and make it difficult for some students to attend without bringing children with them on occasion, the University policy will be enforced and requests for children to be in the classroom will be denied. Minors are also not allowed in academic labs, computer labs, science labs, or the library. Children are also not to be left in halls outside classrooms. Please be aware that the policy on unattended minors is for the purpose of ensuring that our classrooms are conducive to learning and for the safety and protection of minors. For additional information on minors on campus, contact the Office of Student Affairs in the Morgan University Center.

COVID-19 Syllabus Supplement

As of August 2021, Austin Peay State University is operating at Normal risk level. Therefore, students, faculty, and staff are not required to wear masks on campus, and social distancing is not required. However, Austin Peay State University, in accordance with CDC guidelines, strongly encourages unvaccinated members of the university community to wear a mask. Vaccination is also strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

If a student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student must submit the COVID-19 Self-Reporting Form. Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. Visit the APSU Coronavirus Dashboard webpage for more information.

Title IX statement:

Austin Peay State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. APSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please feel free to contact LaNeeça R. Williams, Title IX Coordinator by phone at (931)221-7690 or by email at Williamslr@apsu.edu.