

COURSE SYLLABUS

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A. Overview

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| Course Description | This course will introduce students to the main skills, theories, and practices of leadership in US healthcare organization and places leadership within a broader personal strategy of management in practice. The course also focuses on the personal development of students as future healthcare leaders and managers. The overarching principle in this course is that healthcare leadership is a long-term, continuous, intentionally-focused effort and not just a series of short-term, single issue, limited endeavors put together to deal with short-term transient events or projects. |
| Prerequisites | PH 200A/B |
| Instructor | Laura Erskine, PhD, MBA Department of Health Policy and Management UCLA Fielding School of Public Health (FSPH) Office: CHS 31-253C Phone: 310-825-4807 Email: lberskine@ucla.edu |
| Class Days, Times, Location | Tuesdays 9-11:50am CHS 61-235 |
| Office Hours | www.calendly.com/Erskine-officehours CHS 31-253C |
| Course Texts | The required coursepack is available from Harvard Business Publishing: https://hbsp.harvard.edu/import/693026 |
| Required Readings | Required reading materials will be posted on CCLE. Reading for a particular class should be completed before coming to class. |
| Course Format | In addition to brief lectures and discussion of reading assignments, we will spend class time discussing case studies and simulations. The purpose of case studies and simulations are to give you experience with applying the principles and learnings under discussion. |
| Course Website | CCLE |

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| UCLA ADA Policy | Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu . |
| ADA Contact | Nickey Woods Center for Accessible Education A255 Murphy Hall Phone: (310) 825-1501 TTY / TTD: (310) 206-6083 Fax: (310) 825-9656 |
| Inclusivity | UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/). |

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Course #: HPM 232: Leadership in Healthcare Organizations
Term: Winter 2020
Credits: 4

B. Learning Objectives:

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies are listed below. More information about CEPH Knowledge Areas & Competencies can be found here: <https://ceph.org/constituents/students/faqs/>

| Learning Objectives | CEPH Learning Experiences & Competencies | Assignments |
|---|--|---|
| 1. Identify key characteristics of effective organizational leaders and understand the connections between leadership and practice | C16 - Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making C17 - Apply negotiation and mediation skills to address organizational or community challenges | Case Preparation Charts |
| 2. Create a personal leadership plan that includes assessments, mission/vision, and goals | HPM232 - Draw upon self-evaluations to create a personal leadership development plan | Leadership Development Plan |
| 3. Understand principles of organizational change and identify methods to implement change in health care settings | C16 - Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making | Reflection Paper: Change Management simulation Case Preparation Charts |
| 4. Understand the cultural and ethical complexities of healthcare leadership and be able to suggest ways to promote ethical behavior. | C16 - Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making | Case Preparation Charts |

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C. Course Assignments

Classroom Contribution

Students learn from each other as well as from the instructor. The diversity of settings and experiences of the students contributes to class learning. Therefore, **class contribution and attendance are required**. Class contribution grades will reflect your attendance and quality of participation in class discussions and your timely submission of intermediate deliverables.

Contribution to Class: With regard to quality, expectations include:

Relevance – does the comment bear on the subject at hand?

Causal Linkage – are the logical antecedents or consequences of a particular argument detailed?

Comments that push implications as far as possible are generally superior.

Responsiveness – does the comment react in a useful way to what someone else has said?

Analysis – is the reasoning employed consistent and logical?

Evidence – have data from the reading, along with personal experience, and general knowledge, been employed to support the assertions made?

Importance – does the contribution further the understanding of the issues at hand? Is a connection made with other previously analyzed issues?

Individual conviction – Is it clear that the student really believes in what he/she is saying?

Reflection Paper

Reflection may be the pivotal way in which we learn. –Warren Bennis

This is a chance to write about yourself and your experience with the simulation in a way that improves your own self-understanding and your understanding of your career. This is also an opportunity for you to make connections between the course material and your experience. Specific discussion questions will be posted on CCLE for the assignments.

The final paper should approximately 2 pages; typed and single-spaced. When you use sources (from the course materials or from outside sources) you are required to cite them and provide a list of references at the end of your paper.

Leadership Development Plan

This is a three-part assignment designed to give you the opportunity to reflect on your strengths and areas that need development and to identify goals to help you achieve your professional aspirations. The assignment will help you 1) better understand yourself through self-reflection and 2) apply this knowledge to your goals for your career. Successful leaders have a clear picture of themselves; their strengths and weaknesses; and, a personal direction, vision and mission.

Part I: Information Gathering and Reflection (4 pages)

PART II: Personal Mission, Vision, and Values (2 pages max)

PART III: Development of Leadership Plan (4 pages)

This is an opportunity to define your personal leadership goals and to reflect on the qualities of leadership that can define your individual style. You will be looking at both short-term goals (< one year) as well as longer term (1-10 years). Excellent work will include in-depth reflective narratives demonstrating:

- scholarly work such as reviewing and applying the relevant literature,
- honest and authentic reflection upon and discussion of your own leadership contributions and/or experiences, and
- insightful presentation of your preferred leadership qualities with a view to the future and how you will develop and implement them.

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Grading:

Course requirements will be weighted as follows:

| Assignment | Weight |
|--------------------------------------|--------|
| Case Preparation Charts | 20% |
| In-class Engagement & Contribution | 25% |
| Simulation Reflection | 15% |
| Personal Leadership Development Plan | 40% |

Grading Scale: The grading scale for the course is shown below.

| | | | | | | | | | | | | | |
|-------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|
| Grade Point: | 4.0 | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0 |
| Final Percentage: | 100-98 | 97-93 | 92-90 | 89-88 | 87-83 | 82-80 | 79-78 | 77-73 | 72-70 | 69-68 | 67-63 | 62-60 | <60 |
| Letter Grade: | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

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D. Course Policies & UCLA Policies

Use of Laptops, Tablets or Phones in Class: To maximize our time together, we ask that laptops be turned off and put away and cell phones silenced during class. Surfing the web, checking email, typing notes, etc. can be distracting to you, to other students around you, and to the instructor. Please have all notes (case preparation charts), cases, slides, and articles printed out prior to the start of class.

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty **include, but are not limited to**, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

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Plagiarism: Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else's computer file as your own
- Unauthorized use of someone else's data in completing a computer exercise

Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don't take chances**—ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

Alternatives to Academic Dishonesty

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students' Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

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E. Course Outline

This schedule may change as the semester progresses, according to student enrollment and needs.

Winter 2020 - WEEKLY SCHEDULE

| Week | Date | Topic | Tasks/Assignments |
|------|------|---|--|
| 1 | 1/7 | Introduction and Expectations, Analyzing a Case, Leading Self | Case: Harrison & Lockington (distributed in class) Drucker – Managing Oneself |
| 2 | 1/14 | Leaders as Builders of Culture Tom Gordon Chairman of the Board, DSL Construction; Co-Trustee, Don Levin Trust; Former CEO, Cedars-Sinai Medical Network | Case: Navigating Change at Alaska’s Southcentral Foundation Earley & Mosakowski – Cultural Intelligence Halvorson – The Culture to Cultivate |
| 3 | 1/21 | Leading at the Individual Level Shannon McClenton, Chief Administrative Officer, UCLA Health | Case: Mommy Track Backlash |
| 4 | 1/28 | Strategic & Operational Leadership Krisianna Bock Vice President, HKS Consulting | Due: Draft: Part 1 of LDP: Information Gathering and Reflection Case: Pleasant Bluffs Kaplan & Porter – How to Solve the Cost Crisis in Healthcare Duncan & Ritter – Next Frontiers for Lean |
| 5 | 2/4 | Leading a Diverse Workforce Ellen Rothman Chief Medical Officer, MLK Jr. Outpatient Center | Case: A New Exec Director Hewitt, Marshall & Sherbin – Diversity Drives Innovation Sexton et al. – Career Inflection Points of Women Who Successfully Achieved the Hospital CEO Position |
| 6 | 2/11 | Leading Change Andrew Sofield Partner & Southwest Market Advisory Leader, PwC | Simulation: Harvard Change Due: Reflection on Harvard Change Simulation Garvin & Roberto – Change Through Persuasion Kotter – Leading Change: Why Transformation Efforts Fail Moore – Change is Pain |
| 7 | 2/18 | Leading Clinicians and Others with Technical Expertise Harry Sax Professor and Executive Vice Chair of Surgery, Cedars-Sinai Medical Center | Due: Draft of Part 2 of LDP: Personal Vision, Mission and Values Case: The Jenner Situation |

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| 8 | 2/25 | Leading Others – Followers, Colleagues, and Teams Alan Dubovsky Chief Patient Experience Officer, Cedars-Sinai | Case: Medisys Bennis – The End of Leadership Hackman – Why Teams Don't Work Kellerman – What Every Leader Needs to Know about Followers Janis – Groupthink |
| 9 | 3/3 | Leader as Negotiator Lara Khouri Senior Vice President & Chief Strategy Officer, Children's Hospital Los Angeles | Fox – From "Economic Man" to Behavioral Economics |
| 10 | 3/10 | Leading in a Union Environment Ozzie Martinez Chief Administrative Officer, Kaiser Permanente South Bay Medical Center | Case: Rise & Decline of Labor-Mgmt Cooperation (KP story) |
| | 3/18 | Leadership Development Plan | DUE @ 9am |

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LEADERSHIP BOOKSHELF

Articles

Mapped to: Carson Dye & Andrew Garman - Exceptional Leadership: 16 Critical Competencies for Healthcare Executives, 2nd Edition ISBN: 978-1-567-93673-5

Great Leaders: Identification & Characteristics

1. In praise of the incomplete leader (Ancona et al.)
2. Leading in the 21st century (Barton et al.)
3. Don't treat your career marathon like a sprint (Behson)
4. Ethics and leadership effectiveness (Ciulla)
5. Level 5 Leadership (Collins)
6. How resilience works (Coutu)
7. Emotional agility (David & Congleton)
8. Managing oneself (Drucker)
9. Discovering your authentic leadership (George et al.)
10. The Focused Leader (Goleman)
11. What makes a leader (Goleman)
12. The dark side of emotional intelligence (Grant)
13. Where will we find tomorrow's leaders (Hill)
14. How Bad Leadership Happens (Kellerman)
15. Leadership... warts and all (Kellerman)
16. What leaders really do (Kotter)
17. When executives burn out (Levinson)
18. A framework for thinking and acting (Pointer)
19. Seven transformations of leadership (Rooke & Torbert)
20. Managers and leaders: Are they different (Zalesnick)

Communication Skills

1. Crucibles of Leadership (Bennis & Thomas)
2. Building your company's vision (Collins & Porras)
3. The decision to trust (Hurley)
4. Women and the vision thing (Ibarra & Obodaru)
5. Culture and the Chief Executive (Katzenbach)
6. Managing yourself: don't let power corrupt you (Keltner)
7. Turning doctors into leaders (Lee)
8. Engaging doctors in the health care revolution (Lee & Cosgrove)
9. Lead for loyalty (Riechheld)
10. The neuroscience of trust (Zak)

Being Real: Individual Level

1. The art of followership (Bennis)
2. The young and the clueless (Bunker et al.)
3. Listening is an overlooked leadership tool (Daimler)
4. Why Mentoring Matters in a Hypercompetitive World (DeLong et al.)
5. The Art of Giving and Receiving Advice (Garvin & Margolis)
6. A 6-part structure for giving clear and actionable feedback (Goldsmith)
7. How to make feedback feel normal (Grenny)
8. The Human Moment at Work (Hallowell)

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9. Fear of feedback (Jackman & Strober)
10. The price of incivility (Porath & Pearson)

Being Real: Teams

1. Bringing minds together (Abele)
2. How leaders kill meaning at work (Amabile & Kramer)
3. The more you energize your coworkers (Baker)
4. Why it's so hard to be fair (Brockner)
5. Social intelligence and the biology of leadership (Goleman & Boyatzis)
6. Why leadership development programs fail (Gurdjian et al.)
7. One more time: How do you motivate employees (Herzberg)
8. Give your team more effective positive feedback (Porath)
9. Eight Ways to Build Collaborative Teams (Gratton & Erickson)
10. Building the Emotional Intelligence of Groups (Urch Druskat & Wolff)
11. Want Collaboration? Accept and Actively Manage Conflict (Weiss & Hughes)

Masterful Execution: Power, Consensus, Decision Making

1. Learning charisma (Antonakis et al.)
2. Why good leaders make bad decisions (Campbell et al.)
3. The necessary art of persuasion (Conger)
4. Tapping the Power of Hidden Influencers (Duan et al.)
5. Managing your boss (Gabarro & Kotter)
6. Why should anyone be led by you? (Goffee & Jones)
7. What Effective General Managers Really Do (Kotter)
8. Lead for loyalty (Reichheld)
9. Making Judgment Calls (Tichy & Bennis)

Masterful Execution: Results, Creativity, Adaptability

1. Execution is a people problem, not a strategy problem (Bregman)
2. What makes an effective executive (Drucker)
3. Overloaded circuits: why smart people underperform (Hallowell)
4. Moon shots for management (Hamel)
5. The Work of Leadership (Heifetz & Laurie)
6. Why Innovation in Healthcare is So Hard (Herzlinger)
7. Firing up the front line (Katzenbach & Santamaria)
8. Leadership and the art of plate spinning (Price)
9. Manage your time, not your energy (Schwartz & McCarthy)
10. The stretch goal paradox (Sitkin, Miller, See)
11. Are You Solving the Right Problems? (Wedell-Wedellsborg)

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Books

- Bazerman, M. H., & Tenbrunsel, A. E. (2011). *Blind spots: Why we fail to do what's right and what to do about it*. Princeton University Press.
- Bennis, W. (2003). *On Becoming a Leader*. Cambridge, MA: Perseus Publishing.
- Cameron, K. S. (2006). *Competing values leadership: Creating value in organizations*. Edward Elgar Publishing.
- Covey, S. (2013). *7 Habits of Highly Effective People*, Free Press.
- Gardner, J. (1990). *On Leadership*. New York: The Free Press.
- Gladwell, M. (2008). *Outliers: The Story of Success*. Penguin UK.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Boston: Harvard Business Press.
- Isaacson, W. (2011). *Steve Jobs*. JC Lattès.
- Johnson, C. E. (2013). *Meeting the ethical challenges of leadership*. Sage.
- Kotter, J. P. (1996). *Leading Change*. Boston: Harvard Business Press.
- Kouzes, J. and Pozner, B. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. 5th Ed., 2012. San Francisco: Jossey-Bass.
- McCall, M., Lombardo, M., and Morrison, A. (1988). *The Lessons of Experience*. New York: Lexington Books.
- Rath, T. (2007). *Strengthsfinder 2.0*. New York, NY: Gallup Press.
- Rath, T., & Conchie, B. (2009). *Strengths based leadership*. City: Gallup Press.
- Sandberg, S. (2013). *Lean In*. Knopf Doubleday.
- Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New York: Penguin Books.