

## APPLICATION FOR NEW COURSE

1. Submitted by the College of Public Health Date: 9-1-09

Department/Division proposing course: Health Services Management

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number CPH 752

b. Title\* Leadership in Public Health

\*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

( ) CLINICAL    ( ) COLLOQUIUM    ( ) DISCUSSION    ( ) LABORATORY    ( ) LECTURE  
( ) INDEPEND. STUDY    ( ) PRACTICUM    ( ) RECITATION    ( ) RESEARCH    ( ) RESIDENCY  
( 3 ) SEMINAR    ( ) STUDIO    ( ) OTHER – Please explain: \_\_\_\_\_

d. Please choose a grading system:     Letter (A, B, C, etc.)     Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable?    YES     NO     If YES, maximum number of credit hours: \_\_\_\_\_

g. Course description:

This course is designed to explore the dimensions of leadership as presented in both the traditional and contemporary literature. It focuses student understanding on their leadership qualities and the ways to apply them in the current public health environment.

h. Prerequisite(s), if any:

CPH 650 or consent of the instructor

i. Will this course be offered through Distance Learning?    YES     NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based    Interactive video    Extended campus    Kentucky Educational Television (KET/teleweb)    Other

Please describe "Other": \_\_\_\_\_

3. Teaching method:     N/A    or     Community-Based Experience     Service Learning Component     Both

4. To be cross-listed as:    \_\_\_\_\_    \_\_\_\_\_  
Prefix and Number    Signature of chair of cross-listing department

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5. Requested effective date (term/year): Fall Semester / 2009
6. Course to be offered (please check all that apply):  Fall  Spring  Summer
7. Will the course be offered every year?  YES  NO  
If NO, please explain: \_\_\_\_\_
8. Why is this course needed?  
Leadership in public health is one of the cross-cutting competencies identified by the College's accrediting agency. To become effective practitioners, students will benefit from the theory, practical application, and discriminating observation of effective role models in order to meet this competency expectation.  
\_\_\_\_\_
9. a. By whom will the course be taught? William G. Pfeifle
- b. Are facilities for teaching the course now available?  YES  NO  
If NO, what plans have been made for providing them?  
\_\_\_\_\_
10. What yearly enrollment may be reasonably anticipated?  
12-15
11. a. Will this course serve students primarily within the department?  Yes  No
- b. Will it be of interest to a significant number of students outside the department?  YES  NO  
If YES, please explain.  
The course is designed to develop leadership in the health professions and will be applicable to students in the other health care colleges.  
\_\_\_\_\_
12. Will the course serve as a University Studies Program course<sup>†</sup>?  YES  NO  
If YES, under what Area? \_\_\_\_\_  
<sup>†</sup>AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
  - relatively new – now being widely established
  - not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK?  Yes  No
15. Is this course part of a proposed new program?  YES  NO  
If YES, please name: \_\_\_\_\_
16. Will adding this course change the degree requirements for ANY program on campus?  YES  NO  
If YES<sup>‡</sup>, list below the programs that will require this course:

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\*In order to change the program(s), a program change form(s) must also be submitted.

- 17. [X] The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. [ ] Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: William G. Pfeifle Phone: 218-2054 Email: pfeifle@email.uky.edu

20. Signatures to report approvals:

Approval signature blocks for Department Faculty, College Faculty, Undergraduate Council, Graduate Council, Health Care Colleges Council, and Senate Council. Includes handwritten dates and signatures for Julia Costich, Linda Alexander, and Heidi Anderson.

\*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)

## CPH 752: Leadership in Public Health

<b>Day and Time:</b>	<b>Mondays, 3:00 P.M. to 5:30 P.M.</b>
<b>Meeting Room:</b>	<b>CPH Building, Room 115</b>
<b>Primary Instructor:</b>	<b>William G. Pfeifle, M.S., M.A., MBA, Ed.D.</b>
<b>Contact Information:</b>	<b>859-257-5678 ext 82054 (Office Phone) 859-333-0543 (Cell Phone) Email: <a href="mailto:pfeifle@email.uky.edu">pfeifle@email.uky.edu</a></b>
<b>Office Address:</b>	<b>UK CPH Building, Suite 101B 121 Washington Avenue Lexington, KY 40536-0003</b>
<b>Alternate Contact:</b>	<b>Melody Hall, Administrative Assistant Department of Health Services Management, Room 105 Phone: 859-257-5678 X 82094; Email: <a href="mailto:mhall@uky.edu">mhall@uky.edu</a></b>
<b>Office Hours:</b>	<b>Appointments preferred, but drop-in visitors welcomed</b>

### A. Rationale for the Course

The focus of study in this course is on the elusive concept of leadership – what it is, how it seems to work, and how you should try to develop it. The course builds upon some of the basic management concepts provided in CPH 650 Management of Public Health Organizations. Leadership in public health becomes evident in at least two distinct arenas: first, in the organizations in which you have a formal position of authority or serve as the boss, coordinator or team leader; and second, in the community you serve where you provide leadership without official authority. This course will enable you to increase your awareness of your own leadership capacity and potential through readings and discussion with the theme of leadership development occurring from the inside out - no one can do it for you or to you.

In this course, you will enhance the scope and depth of your understanding of formal theories of leadership where there exists an abundant literature. In addition, you will examine a variety of behaviors, skills, and competencies needed by effective leaders as suggested by the formal theories and contemporary writings on the topic. Further, the course introduces a variety of behaviors and practices demonstrated by effective leaders that do not have strong theoretical underpinnings but are worthy of examination. Since effective leadership development is tied to effective personal development, this course should help you become aware of your preferred behaviors, attitudes, and styles. Finally, in order to provide a context for the theoretical and practical knowledge, the course will lead you to interact with selected leaders and require you to analyze different situations to determine the appropriate leadership decisions and actions.

### B. Course Goals

Through participation in this course, you will be able to:

1. Practice increased self-awareness through self-assessments designed to identify your leadership-related behaviors, attitudes, and styles.
2. Identify the traits and behaviors that make a difference in determining the effectiveness of leadership.
3. Discuss the historical development and evolution of theories and management practices in organizational leadership and motivation.
4. Analyze the concepts of leadership in various situations and identify qualities, skills, and practices necessary for effective leadership.
5. Analyze gender differences in the application of leadership and determine if there are advantages and disadvantages in these differences.
6. Compare and contrast servant leadership with more traditional leadership styles and power acquisition.
7. Evaluate the concept of team leadership and compare it to the concepts of leadership and followership for other work groups.
8. Evaluate effective and ineffective applications of leadership in your own campus and/or professional environments and provide a rationale for your judgment from the course content.
9. Analyze contemporary writings about leadership in terms of their theoretical bases and compatibility with currently accepted practices.
10. Examine your own philosophy of leadership in light of the course content and establish future goals and strategies to develop and sustain your leadership capacity.

## C. Instructional Strategies

**General Approach.** This course is a graduate seminar. Class sessions are on Mondays from 3:00 to 5:30 P.M. in room 115 in the CPH Building (unless agreed to otherwise by the instructor and students). Assignments as listed in the tentative class schedule are for each week of the semester (Section E.). Class sessions may include one or more of the following: student presentations, discussion of the readings, presentations by guest speakers and/or the instructor, and experiential activities designed to facilitate the integration of the course content into your campus or work place activities and to encourage reflection on your own emerging leadership style. The guiding principles, which serve as a starting point for the course, are the “7 C’s” - Consciousness of self, Congruence, Commitment, Collaboration, Common purpose, Controversy with civility, and Citizenship – as discussed in *A Social Change Model of Leadership Development Guidebook* (1996).

**Written Assignments.** A key aspect of leadership communication is the ability to write clearly and persuasively. Daily and weekly writing activities are a major component of the course and the grading criteria. Written work should be word processed and submitted electronically to [pfeifle@email.uky.edu](mailto:pfeifle@email.uky.edu) in a font size neither larger than 12 point, nor smaller than 10 point, on 8.5” X 11” paper, single-spaced with a 1” margin at the top, bottom, sides of every page. Please include a cover sheet on all written work. The cover page should be centered and include your name, assignment title, and date. Please use Microsoft Word (.doc) or Rich text Format (.rtf). It is your responsibility to save a hard copy or backup file to protect against unforeseen technical difficulties.

## Writing Tips:

- Number each page beginning with the first page of text (excluding the cover page).
- Single-space lines in each paragraph; double space between paragraphs.
- Work is to be completed independent of others, except where specified, e.g., summary of a group presentation or discussion.
- Submit only work created for this course.
- Written materials should meet the standards expected in a professional work environment. You are highly advised to check your work for grammar, spelling, and punctuation prior to submitting it. (see Appendix A for Grammar and Spell Check settings)
- The style manual of choice, consistent with CPH capstone writing, is the *Publication Manual of the American Psychological Association*, fifth edition, ISBN: 1-55798-791-2. Please consult this manual regarding verb-agreement and the use of active vs. passive voice.

## Written Projects:

**Personal Journal:** Maintain a daily journal throughout the semester. This journal is to focus on your experiences with positive and negative leadership, both in providing leadership to and receiving leadership from others. As part of the closing personal leadership reflections and self-development planning activities in this course, you will be asked to incorporate your analysis of your entries in a closing paper. Journals will be submitted after the Thanksgiving Break. If you are uncomfortable having the instructor read and recognize persons in your journal, please use initials or create a pseudo-name so as not to disclose the identity of your subject. (See Attachment D for the journal format)

**Book Reaction Papers:** There are many books on leadership. Although each may emphasize a particular philosophical aspect or practical approach, collectively they have something to offer to our study. The assigned readings in this course sample several of the more popular and concise writings on selected aspects of leadership. Each written book review will emphasize selected aspects. Details for each review will be shared in class.

## Presentations and Facilitations

Presentations and facilitation of group discussion are themselves leadership skills that are required in this course. In addition to the presentations associated with the written assignments, you will have the opportunity to facilitate class discussion on the assigned readings and other source materials that you are able to find related to the topic. Group leadership responsibilities will be assigned early in the semester.

## D. Instructional Resources

The primary text for the course:

*Leadership Theory and Practice* by Peter G. Northouse. Third edition; Sage Publications, Inc. 2004. (ISBN: 0-7619-2566-X)

Additional readings include:

*On Becoming a Leader* by Warren Bennis. Basic Books: 2003. (ISBN 0-7382-0818-5)

*Good to Great* by Jim Collins. Harper-Collins Publisher; 2001. (ISBN: 0-06-662099-6)

*The 7 Habits of Highly Effective People* by Stephen R. Covey. Free Press (a Division of Simon & Schuster; first published in 1989 (ISBN 0-7432-6951-9)

*Why Should Anyone Be Led by YOU?* by Rob Goffee and Gareth Jones. Harvard Business School Press; 2006

*Leading Change* by John P. Kotter. Harvard Business School Press; 1996. (ISBN: 0875847471).

The Five Dysfunctions of a Team: A Leadership Fable by Patrick Lencioni. Jossey-Bass Publisher; 2002. (ISBN 0-7879-6075-6)

## E. Tentative Class Schedule, Topics and Assignments

Session # & Date	Class Topic	Topic Summary & Study Prompts	Readings and Assignments
# 1 27 Aug.	Course Overview and Leadership Inventories	No assignment. This first session focuses on an introduction to the course and expectations: completing a series of leadership questionnaires and inventories; examining the course goals in relationship to the MPH or DrPH Goals and Competencies.	Review the MPH Competencies at <a href="http://www.asph.org/usefiles/Version2.3.pdf">http://www.asph.org/usefiles/Version2.3.pdf</a>
# 2 3 Sep	Labor Day Holiday No Class Meeting	There is probably any number of places to start the study of leadership. A couple of general overviews may be helpful. These include <a href="http://www.mapnp.org/library/ldrship/ldrng_lit.htm">http://www.mapnp.org/library/ldrship/ldrng_lit.htm</a> Gloria Sorensen provides an historical overview <a href="http://www.academy.umd.edu/publications//presidential_leadership/sorenson_apsa.htm">http://www.academy.umd.edu/publications//presidential_leadership/sorenson_apsa.htm</a> . This U. of Maryland web site has many articles and we will revisit it in future weeks. Browse at your convenience to find other articles at UMD's Kellogg Academy of Leadership at <a href="http://www.academy.umd.edu/publications/index.htm">http://www.academy.umd.edu/publications/index.htm</a>	Begin reading Covey's and Bennis' books.
# 3 10 Sep	Leadership Approaches – Traits and Skills and Styles	We begin with some of the early approaches to understanding leadership – The Traits, Skills & Styles Approaches. Be sure to read the Introduction (Chapter One) which sets out definitions of leadership and how it differs from Management. On the surface, this may seem to be a simple matter of definitions but leadership is deeper and more complex than some definitions imply. A few questions to resolve as you read: <ol style="list-style-type: none"> <li>1. What is successful leadership? Is it the same as “good” leadership?</li> <li>2. What is expected/required of leaders? What is not expected/required?</li> <li>3. Are effective leaders managers? Are effective managers leaders?</li> <li>4. Are there traits &amp; behaviors that seem to make a difference?</li> <li>5. Are these qualities transferable through education and training?</li> </ol>	Continue Reading Covey and Bennis books. Read in the Northouse Text: Chapters 1, 2, 3, and 4.

# 4 17 Sep	Reading Day	Class will not meet.	Continue reading and writing in preparation for your first written paper.
# 5 24 Sep	Situational Approach and Contingency Theory	The first part of this class session will be devoted to a discussion of the first reading assignment. With the assigned chapters, we begin to examine leadership wherein one size does not fit all. The study of leadership expands to other contextual variables and the ability of the leader to modulate him or her self to varying circumstances.	Covey-W. Bennis Paper Due. Read: Northouse Text: Chapters 5 and 6.
# 6 1 Oct	Path-Goal; Leader Exchange Theory, and the Psychodynamic Approach	What do you know about the concept and techniques pertaining to emotional intelligence?	Reading: Northouse Text: Chapters 7, 8, and 11.
# 7 8 Oct	Transformational Leadership	Is Transformational Leadership a school of thought, an approach, or a theory? Explain. What key words (concepts) are emerging in your (re)definition of leadership? Compare the features of transformational leadership to the concepts presented in John Kotter's book.	Kotter Book Review Due. Read Northouse Text: Chapter 9 and "The Great Migration to a Full Range Leadership Development System" by Bruce J. Avolio at <a href="http://www.academy.umd.edu/publications/klspdocs/bavol_p1.htm">http://www.academy.umd.edu/publications/klspdocs/bavol_p1.htm</a>
# 8 15 Oct.	Women and Leadership	There is a growing literature on this topic. Please find other articles and writings on this topic and bring them to class	Reading: Northouse Text: Chapter 12.
# 9 22 Oct	Creating & Communicating Vision	In this session we will address two aspects of leadership – vision and leader communications. I have yet to find a good writing on leadership and vision, perhaps you can help. I believe we can agree it is more than a wish or a dream. I am looking for something that provides the anatomy of a vision – what leads to their formation and what makes them work? Some imagine the "vision thing" is something outside oneself, almost a spiritual aspect, others simply see things a bit differently. Neither seems satisfactory. I am hoping you can bring some greater meaning to this. What are the origins of vision for Kotter and Collins?	Collins Book Review Due
# 10 29 Oct	Leadership Ethics and Servant Leadership	Just when you find that you have this leadership thing figured out, there is a new wrinkle that reveals what we don't know. Servant leadership is one of those wrinkles.	Reading: Northouse Text: Chapter 13. Please read the articles ( <a href="http://www.academy.umd.edu/publications/klspddocs/ethics_index.htm">http://www.academy.umd.edu/publications/klspddocs/ethics_index.htm</a> ) on Ethics and



			Leadership. I think you will find them interesting and I am sure we will have a lively discussion. Also read the materials on servant leadership at <a href="http://www.greenleaf.org/leadership/read-about-it/Servant-Leadership-Articles-Book-Reviews.html">http://www.greenleaf.org/leadership/read-about-it/Servant-Leadership-Articles-Book-Reviews.html</a>
#11 5 Nov	APHA Meeting Reading Day No Class	If you attend the APHA meeting be sure to take your journal with you.	
#12 12 Nov	Team Leadership	This session will be devoted to a discussion of the Lencioni book and Northouse reading.	Lencioni Paper Due. Reading: Northouse Text: Chapters 10.
#13 19 Nov	Selected Aspects of Leadership	This will be the first of two sessions dedicated to a 30-minute oral report on the book you selected. Be sure to compare and contrast your book to previous books read in the course. Share your written report with your classmates.	
#14 26 Nov	Selected Aspects of Leadership	This is the second of two sessions dedicated to 30-minute oral reports on the book you selected. Be sure to compare and contrast your book to previous books read in the course. Share your written report with your classmates.	Written review of personal selection book due. Submit journal entries.
#15 3 Dec	Developing and Nurturing Your Leadership  Course Summary and Next Steps	At this point in the course, many proposals have been made about leadership development. From all that you read, what recommendations do you have for others and yourself	<a href="http://mapnp.org/library/dr_dev/ldr_dev.htm">http://mapnp.org/library/dr_dev/ldr_dev.htm</a> <a href="http://www.ccl.org/CCLCommerce/pdf/research/cclCreative.pdf">http://www.ccl.org/CCLCommerce/pdf/research/cclCreative.pdf</a> <a href="http://www.ccl.org/CCLCommerce/pdf/research/cclLearnJob.pdf">http://www.ccl.org/CCLCommerce/pdf/research/cclLearnJob.pdf</a> <a href="http://www.ccl.org/CCLCommerce/pdf/publications/lia/23_1leadingtogether.pdf">http://www.ccl.org/CCLCommerce/pdf/publications/lia/23_1leadingtogether.pdf</a> <a href="http://www.academy.umd.edu/publications/kispdocs/pvail_p1.htm">http://www.academy.umd.edu/publications/kispdocs/pvail_p1.htm</a> <i>The Paradox of Success: When Winning at Work Means Losing at Life</i> by John R. O'Neil. 1993. Chapter 6.
#16 10 Dec	Final Exam week	Class will not meet. Your final class assignment is to answer the question posed by the title of the assigned book from your perspective. What progress have you made and what steps will you take to enhance your leadership capacity?	Submit written report on "Why Should Anyone Be Led By You?"

## F. Examination and Grading

Your course grade will be based on the following:

Book Reaction Paper #1	- Covey & Bennis	15%
Book Reaction Paper #2	- Kotter	10%
Book Reaction Paper #3	- Collins	15%
Book Reaction Paper #4	- Lencioni	15%
Book Reaction Paper #5	- Your Choice	15%
Book Reaction Paper #6	- Goffee & Jones	10%
Class Facilitation and Participation		10%
Journal Summary		<u>10%</u>
		100%

Course grades will be based on the weighted average of the above activities:

100-90=A  
89-80=B  
79-70=C  
< 70 =E

## G. Administrative Comments

As mentioned, your part in this course will require a great deal of reading, writing, and particularly reflective thinking. Please, anticipate these demands and plan accordingly. The content of the course is critical to any role you choose to pursue in the future, but particularly to your future as a public health services administrator. Using this “experienced-based” learning strategy necessitates making explicit several expectations:

1. Attendance. All scheduled components of the course are highly interrelated and dependent on your contributions; therefore, missing class will detract from your learning the content as well as that of your classmates. Attendance is expected consistent with University policy and will be considered in the evaluation of your participation. Advanced notification of your absence is appreciated.
2. Prepare for an active part in every scheduled class meeting.
3. Provide honest and timely feedback regarding the content and process of the course throughout the semester.
4. Share the responsibility for making this course, an enjoyable and beneficial learning experience.

A few rules exist that are necessary for us to remain a community of scholars.

**CHEATING:** If you are caught cheating or do not report someone who is cheating, I will report this to the appropriate CPH administrators for disciplinary action. A specific form of cheating, plagiarism, is particularly problematic in an academic institution.

**PLAGIARISM:** Plagiarism is submitting a paper or other written work in which the language, ideas, or thoughts are identical to published or unpublished materials from another source, including material found on the Internet, without correctly giving credit to that source. A useful rule is found in the following citation from the *Publication Manual of the Amer. Psychological Assoc.*, 2001, p. 349:

“Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in

the text. The key element of this principle is that an author does not present the work of another as if it were his or her work. This can extend to ideas as well as written words.”

Note: Instructional Accommodation. If you have a documented individual learning requirement which requires academic accommodations, please contact your instructor. In addition, if you have not already done so, please register with the Disability Resource Center (Room 2, Alumni Gym, 257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) as soon as possible, to facilitate coordination of campus accommodation services available to students with disabilities.

## Attachment A

### Grammar and Spelling Check Guidelines Using Microsoft Word

1. To maximize the power of MS Word Grammar and Spell Check, follow these instructions:
  - a. Go to Tools
  - b. Click on Options
  - c. Click on Spelling and Grammar Make sure boxes 1, 3, 5, 6, 7 are marked under spelling (these boxes are not numbered but you get the idea) and boxes 1 and 3 under grammar.
  - d. On that same page see Grammar and Style: Settings - click
  - e. In the first section -Required: pull down:
    - i. Comma before last item: Always (this is in a series of 3 or more)
    - ii. Punctuation required with quotes: Inside.
    - iii. Spaces required between sentences: 1 or 2 – your choice but it will check to make sure you are consistent. One space seems better in a single spaced document.
  - f. Finally, check all boxes under Grammar, and Style.

**Note:** This sets up your grammar and spell check for a formal paper. You will get green and red underlines indicating spelling and grammar errors. Place your cursor over the area underlined in your document as you write and Right Click, then you can accept or reject the respelling of a word and correct or ignore the underlined grammar item. For example, it will underline “I” first person pronoun. You will need to decide if you should rephrase the sentence so that you avoid the use of “I” You will need to check the set up these parameters each time you prepare a paper.

2. When doing a literature review your purpose is to demonstrate that you have identified all relevant literature. However, this level of detail is not required for the summaries you are submitting for class. It would be helpful to inform the reader how you found what you found. So an abbreviated version of the following is recommended:

The following review of the literature is a summary of key concepts related to ... The works cited have been collected from books, book chapters, published and unpublished journal articles, conference papers, unpublished theses, and doctoral dissertations. The databases and sources used to identify the scholarly literature in these areas included Medline and ERIC (1970-2006), CINHALL (1985-2006), First Search, and PsycINFO (1984-2006); as well as conference proceedings, papers, reports, bibliographies, and reference lists. The key words and phrases for the searches included self-assessment, self evaluation, medical education, moral reasoning, moral decision making, cognitive moral development, Q sorting, Q methodology, and instructional design. A secondary review of writings referenced in the bibliographies of key works and those recommended by experts, peers, and colleagues augmented the process.

When using Google or other search engines, you would identify the key word(s) or phrases that yielded useful results.

3. Citations and References. It is correct to cite the author and date (and page if it will help the reader locate the source) within parentheses when you are giving recognition to another writer but not quoting them directly. (See page 118 in the APA Style Manual). It is also correct to place the page number in parentheses after the end of the sentence of a direct quote. See the three illustrations on page 118. I prefer Quotation 1 but will certainly accept Quotations 2 and 3. Your reference list at the end of the paper does not need to reflect page numbers since you already addressed them in the body of the text. References should be double-spaced but single space is fine since I have asked for a single spaced document. For your capstone, you will likely double-space the entire document. However, note that references should have a hanging indent on the second line and look like this:

Pfeifle, W.G. (2006). *My Eyes Glaze Over: The MEGO Effect and Systems Thinking*. Lexington, Kentucky: Cognitive Review of America Press.

**Attachment B**  
**Recommended Supplemental Readings:**

- Bennis, Warren. *Why Leaders Can't Lead*. San Francisco: Jossey-Bass. 1997. ISBN:
- Bennis, Warren. *On Becoming a Leader*. Perseus Books Group. 2003. ISBN: 0-7382-0817-5.
- Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*. Harper Collins. 2001 ISBN: 0-0666-2099-6.
- Covey, S. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster. 1989. ISBN: 0-7432-6951-9
- Covey, S. *The 8<sup>th</sup> Habit*. New York: Simon and Schuster. 2004. ISBN: 0-684-84665-9.
- Goleman, Daniel, R. Boyatzias, and A. McKee. *Primal Leadership*. 2002. ISBN: 1-57851-486-X.
- Harari, O. *The Leadership Secrets of Colin Powell*. McGraw Hill. 2002
- Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*. San Francisco: Jossey-Bass. 1996. ISBN 0-7879-6833-1.
- Manning, G. and Kent Curtis. *The Art of Leadership*. New York: McGraw Hill. 2003. ISBN 0072527897.
- Maxwell, John C. *Developing the Leader Within You*. Thomas Nelson Publishers. 1993.
- Neff, Thomas J. and James M. Citrin. *You're in Charge – Now What?* New York: Random House. 2005. ISBN: 1-4000-4865-6.
- Palmer, Parker J. *Let Your Life Speak*. San Francisco: Jossey-Bass. 2000. ISBN: 0-7879-4735-0.
- Phillips, D.T. *The Founding Fathers on Leadership*. Warner Books, Inc. 1997. ISBN: 0-4466-7425-7.
- Phillips, D.T. *Lincoln on Leadership*. Warner Books.
- Stanley, Andy. *The Next Generation Leader*. 2003. ISBN: 1-59052-046-7.
- Tichy, Noel M. and Stratford Sherman. *Control Your Destiny or Someone Else Will*. Harper Collins. 2005. ISBN: 0-06-075383-8
- Tichy, Noel M. *The Cycle of Leadership*. 2002. ISBN: 0-06-662056-2.
- Vroom, Victor H. and P.W. Yetton. *Leadership and Decision Making*. Pittsburg, PA: University of Pittsburg Press. 1973.

**Attachment C**  
**Journals that Contribute to the Study and Teaching of Leadership**  
(Note journal in bold focus specifically on leadership)

Academic Medicine  
Academy of Management Review  
Administration and Society  
Administration Science Quarterly  
American Journal of Pharmacy Education  
American Journal of Public Health  
American Journal of Preventive Medicine  
American Journal of Sociology  
American Review of Public Administration  
American Sociological Review  
Education Administration Quarterly  
Harvard Management Review  
Human Relations  
Human Systems Management  
International Journal of Health Administration Education  
International Journal of Health Sciences  
International Journal of Public Administration  
Journal of Applied Behavioral Science  
Journal of Health Administration Education  
Journal of Higher Education  
**Journal of Leadership and Organizational Studies**  
Journal of Organizational Behavior  
Journal of Organizational Behavior Management  
**Journal of Public Health Management Practice**  
Journal of Public Administration Research and Theory  
Journal of Social Issues  
**Leadership Quarterly**  
Medical Care  
Medical Care Review  
Medical Educator  
Medical Teacher  
New England Journal of Medicine  
Organization  
Organization Studies  
Organizational Behavior and Human decision Processes  
Organizational Dynamics  
Public Administration Quarterly  
Public Administration Review  
Research in Organizational Behavior  
Research on the Sociology of Organizations  
Training and Development



**Attachment D**  
**Journal Entry Format**

Journaling is a reflective practice that provides not only a history of events and observations but also an opportunity to digest your reactions to them. Journals are a useful source of insights to your decision-making style, emotional ebbing and flowing, and general self-improvement. To ensure that it not simply a chronological recording of events and observations, it is recommended that a two-step process be used. First write what occurred and secondly your analysis of your reaction and/or lesson learned. Such a journal might look like this:

<b>Date (&amp; Time)</b>	<b>Event or Observation</b>	<b>Your Reaction And/or Analysis</b>



## **Attachment E**

### **Book Review and Reaction Paper Guidelines**

**General:** This writing activity is not a retelling of the book. The emphasis is on your critical analysis and reaction to the author(s) premises, postulates, and promises. You will have to summarize the salient aspects of the content and then compare, contrast, and comment on it in light of the readings in the course, other books you have read, and your leadership experiences. The following questions should serve as a guide for your review and reaction but this is not a required sequence.

- 1. What are the author's viewpoint(s) and purpose(s)?**  
The viewpoint or purpose may be implied rather than stated, but often a good place to look for what the author says about his or her purpose and viewpoint is in the introduction or preface. In retrospect, why do you think the author wrote this book?
- 2. Does the author have the necessary expertise to write the book?**  
What makes the author a credible source of information? How important is credibility to appreciating the author's thoughts and writing?
- 3. What are the author's main points?**  
A preview of this will often be stated in the introduction - summarize the main ideas and challenge your reader to read the book.
- 4. What kind of evidence and/or narrative does the author use to substantiate his or her points? Is it convincing - Why or why not?**
- 5. How does this book relate to other books and current writings on the same topic?**  
Is the book unique? Does it add new information? What group of readers, if any, would find this book most useful?
- 6. What are the most appropriate criteria by which to judge the book?**  
Is it: qualitative or quantitative?; Inspirational or documental?; Practical or theoretical?; other criteria you deem pertinent.
- 7. How successful do you think the author was in carrying out the overall purposes of the book?**
- 8. Your Personal Assessment considering the following:**  
Did the book meet your expectations? What was the most interesting or motivating aspects of the book? What aspects disappointed you? Do you recommend this book to others to read? Is there any other information you would like to share with potential readers?
- 9. Write your official bibliographic annotation for the book not to exceed 500 words to be shared with future students to help them make a decision about reading the book.**