

# MHPE 504: Leadership and Organization

Online - 4 credit hours

## Faculty

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Alan has a Ph.D. in cognitive psychology (judgment and decision making) and an M.S. in organizational behavior and industrial relations. Marcia has a Ph.D. in higher education policy and an M.B.A. (specializing in management of non-profits).

## Introduction

The goal of this course is to explore theories of leadership and organizational behavior, and to develop practical skills for assessing and leading medical education organizations such as residency programs or departments.

The fields of leadership and organizational behavior have spawned an enormous and often contradictory literature – or, rather, literatures, as those who write about the theory of leadership or organizations are often divorced from those who detail or advise on the practice of leadership or organizational development. Both topics have been approached from many directions and at many different levels. We will not be able to cover all of these approaches – the course is selective, not exhaustive – but will focus on those that we feel have practical application to health professions education.

Although there are few hard and fast answers to the questions we ask, our goal will be to examine those that have been proposed in order to learn to use multiple approaches to tackle the needs of educational institutions – notably, **your** institutions. As in other MHPE courses, our focus is on your actual or potential work environment.. We will model the most pragmatic of the adult education theories, and provide a learning environment which is short on *our* demonstration of expertise and long on *yours*. The atmosphere will be one of active learning; as instructors, we will join you in sharing and learning. As Mary Dwyer, a former instructor of this course noted, “if this sounds ambiguous and unstructured, so is leadership.”

## Objectives

By the end of the course, participants will be able to:

1. Compare and contrast different forms of organizational structure and propose structural approaches to solving organizational problems.
2. Be aware of organizational culture and identify organizational symbols and their importance.
3. Analyze systems for selecting, training, and motivating people in organizations.
4. Discuss different kinds of work groups, focusing particularly on issues of heterogeneity or diversity in groups.
5. Discriminate different theories of leadership.
6. Evaluate effective and ineffective leadership, and discuss leadership skills.
7. Identify the uses of power and authority in organizations, by leaders and others.

## Course Process

All of the teaching and learning activities in this course take place through large group discussion, small group activities (such as analyzing cases), or individual exercises and readings.

This is an online core course in the MHPE Online program, which means that there is both an online component and a face-to-face component. Most of the course takes place online. A concluding activity of the course will take place at University of Illinois at Chicago during the MHPE Summer Residency Conference on Wednesday, July 30. As a student in MHPE 504, you are also required to attend both days of the Residency Conference on July 31-August 1 (and encouraged to present at it!); you may have additional requirements if you also took MHPE 502 in the Fall.

All discussion will take place online using a web-based discussion board (Webboard), so you can log in and participate at times that are convenient for you. Because collaboration is central to group and individual development and learning, you should expect to read Webboard postings and post your own thoughts and responses on at least three different days of the week – and preferably every day. While an online course offers you more flexibility than a traditional course, you should not underestimate the amount of time, energy, and thought that you will have to put into the course in order to get the most out of it. The most common complaint of students in these courses is that some of their group members were not online enough – don't let that be you.

The Webboard is organized into conferences. Most of these conferences are open to all class members. Some of them focus on course process, and include assignments, cases, and sites for posting replies. Other conferences are devoted to course topics, as outlined in the syllabus. Each student also has a private conference that only he/she and the instructors can read or post to, which should be used to contact the instructors privately with course-related questions (we prefer this to receiving email).

Students will be organized into 4 working groups of 4-5 students each during the first week of the course. These groups will remain intact throughout the course. We will provide each group with a Webboard conference that is private to that group; if a group would like additional conferences (to provide more structure for their discussions), we'll be happy to set them up on request. *We (the faculty) will generally not monitor the group conferences, so if your group needs some faculty input, please have a group member post to their private conference so we'll notice it in a timely fashion.*

Work and responsibilities should be distributed equally among members of the groups. Accordingly, 20% of your grade for the course will be a group grade – each member of the group will receive the same group grade – and another 20% will be based on recommendations from your fellow group members. We strongly suggest that each group select a facilitator for each course topic who will be responsible for guiding discussion and organizing presentations around that topic; this is not only an effective way to keep on track but is valuable experience for the facilitators.

### Texts:

**Bolman, Lee G. and Deal, Terrence E.** (2003) *Reframing Organizations* (3<sup>rd</sup> ed). San Francisco: Jossey-Bass.

This excellent book takes an approach that we'll be using throughout the course, by considering a number of different lenses (or frames, in the authors' parlance) through which to analyze organizations and plan change. In the syllabus, this book is referred to as BD for short. Typically, readings will be assigned each night to provide background or an activity for the following day.

**Northouse, Peter G.** (2006). *Leadership: Theory and Practice*. Thousand Oaks: Sage.

This book is one of the best descriptions of different leadership theories that we've found. We're using the fourth edition. In the syllabus, this book is referred to as NH for short.

In addition, a number of cases from Harvard Graduate School of Education, or locally developed, will be posted on the webboard for assignments during the course.

## Course Activities

**Case analyses** involve reading cases of other organizations, and analyzing them. In this course, each working group should analyze each case within their group, but only one group is responsible for presenting that case to the class as a whole, along with their group's recommendations. Once the lead group for that case has presented, other students (individually or representing their groups) should comment on the proposed solution and add other insights to the case discussion.

We encourage you to develop creative approaches to analyzing cases. The following sequence, based on public policy analysis, also works well for the cases you will be assigned or will develop in this course, and can be used when no more specific instructions are available.

This system is broken down into two large steps: problem analysis and solution analysis.

Problem Analysis is further broken down into the following activities:

### 1. Assess the symptoms

- An undesirable condition exists; what is it?
- The condition has an empirical basis; it can be measured or described. Do so.
- The problem may be different from the symptoms; in fact, it usually is. e.g., a department experiences excessive absenteeism. Is this a problem, or a symptom of some other problem (supervision, benefits, environment)?
- You may assume that published cases have facts of varying relevance; sifting through the data to find the important points is a skill worth developing.

### 2. Describe the problem

- Express it in a single sentence or paragraph-what is the real cause of the undesirable condition?
- If the audience is not familiar with the case, you will want to justify your conclusion of why this is the real problem.

Solution Analysis is a four step process:

### 1. Set a goal that describes the ideal condition.

### 2. Choose criteria for measuring progress towards the goal.

- Positive-Progress towards the goal
- Negative-Reduce untoward consequences
- Maximization of benefit to cost

### 3. Specify alternative solutions.

- Evaluate alternatives based on criteria and likely outcomes.
- Don't forget to consider the impact of not taking any action.
- Include the impact of taking no action.

### 4. Recommend a solution based on your assessments of the criteria and how well each alternative fits them.

Finally, when you are preparing a presentation based on a published case, you need not reiterate the case; you may presume that everyone has read it, and only cite facts when needed to emphasize a point. For presentations from your own organizations, you will of course want to provide plenty of background to document the problem and solution.

There are at least three good ways to post a presentation on the Webboard:

1. Write the presentation in your word processor, and save it as an html file. Then attach the html file to a Webboard posting. **Advantages:** It's easy to do this with most word processors, and the resulting html file is easily read by everyone as it only requires a web browser. **Disadvantages:** HTML maintains the logical structure of your document, but isn't always visually attractive, especially if you have things like tables or figures.
2. Write the presentation in your word processor, and convert it to a pdf file using Adobe Acrobat. Then attach the pdf file to a Webboard posting. This is the approach that the instructors will typically take for posting cases and other readings. **Advantages:** Everyone should be able to read the pdf file with the free Acrobat reader, and it's visually ideal as it can capture all tables, figures, etc. very nicely, and prints well. **Disadvantages:** While the Acrobat reader is free, Acrobat itself (the software that lets you *make* pdf files) is not. It's a good investment, though, for you or for your department...
3. Write the presentation in Microsoft Powerpoint, and attach the ppt file to a Webboard posting. **Advantages:** It's easy, and the Powerpoint viewer is free. You can make visually appealing slideshow presentations that may be useful in the future as well. **Disadvantages:** You must have and know how to use Powerpoint.

Groups can collaboratively write presentations by choosing a format and exchanging pieces of the presentation with each other (as Webboard attachments in their group conference).

## Final Paper

The final paper is an opportunity for you to apply the concepts of the course to an organizational problem or leadership challenge in your own institution. We'd like to see you apply the reframing approach espoused by Bolman and Deal, and see how reframing the situation can suggest solutions or anticipate future difficulties. Your organization need not be an entire medical school or hospital: a department, residency program, or even a committee can be an interesting organization.

Students in 504 vary in their current level of authority in their institutions; accordingly, we recognize that some of you may have limited information about problems or limited ability to implement changes in response to problems. We nevertheless feel that your insights on the organization, its challenges, and potential solutions can be valuable – perhaps even more so than if you had the power to implement ideas indiscriminately!

In the paper, you should:

- Describe your organization, and possibly its history, as if you were writing a case.
- Discuss an organizational challenge that it is facing. Why is this a problem for the organization?
- Analyze the challenge using at least two of the four frames discussed in Bolman and Deal. Ideally, use all four. How will this challenge impact the organization structurally, as a workplace for people, symbolically, and politically?
- Based on your analysis, suggest a plan for meeting the challenge. Does reframing offer new solutions that haven't been considered, point to ways in which the challenge represents an opportunity, or suggest whether proposed plans are likely to succeed or fail? If you have a leadership role in the organization, how might you personally lead this effort?

We suggest that you explicitly divide your paper into four major sections, one of each of the points above.

The paper should be of a length appropriate to address the points above, no more than 20 double-spaced pages, but quality of analysis is more important than verbiage. If you're writing a plan for your own efforts, it's usually more comfortable to write the last section in the first person, and that's fine. The grading form that we will use for scoring final papers is included near the end of this syllabus.

By default, we will hold the papers in confidence, sharing them only with the course faculty. If you are willing to let us share the contents of the papers in other venues (to compete for the MHPE best block paper award, as cases in future sessions of this class, etc.), please fill out the "Conditions of Use" form at the end of this syllabus, sign it, and

send it to Alan by mail or fax. If you're willing to allow that, we suggest that you use pseudonyms for the organization and people involved. We highly recommend that you consider submitting your paper, completed or in progress, to the Summer Residency Conference for presentation.

This paper is due on **June 30, 2008**; limited extensions are possible only by providing both a good reason why you are unable to complete the paper on-time and a schedule for completion, which must be received before the due date. *Papers turned in after they are due will not be graded and will receive zero (0) points. We do not, in general, request or allow rewrites of papers.* Papers should be submitted by email (in MS Word, Wordperfect, or PDF format) to Alan **and** Marcia. The final paper is an individual assignment, not a group assignment, though you can certainly ask another class member to offer you comments on early drafts, etc.

**Grading**

Group presentations during course (rated by faculty, same for all group members)	20%
Group participation (rated by fellow group members)	20%
Online class participation (rated by faculty)	20%
Summer residency participation (July 30, rated by faculty)	20%
Final paper (rated by faculty)	20%

The components sum to 100 points. Although we determine the final grade on a curve, 85 points or higher typically results in an A.

**Groups**

The course groups are initially named A, B, C, and D. We'd like you to rename them something you find inspiring (or at least enjoyable) in the first week of the course. Here's the list of students in each group:

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
	Tim	Zaka	Sonal
Danette	Amy	Erin	David T
Lana	Patty	Jennie	Ara
Thomas	Chad	Mo	Travis

## Course Calendar

Except where noted, presentations by groups should be made by noon (Chicago time) on the Wednesday of the week when they are listed.

### Topic 1: Introduction (week 1, starts 1/14)

By this date	These people	Should do this
1/18	Individuals	<ul style="list-style-type: none"> <li>Read NH Introduction (1), BD 1-2</li> <li>Introduce yourself by posting a short biosketch of yourself to the webboard. Tell us who you are, what you do, and what you'd like to get out of this course.</li> <li>Post 3-5 words that you associate with leadership</li> </ul>
1/18	Groups	<ul style="list-style-type: none"> <li>You'll also be assigned to your groups this week, and you should post a shorter note to your group's webboard conference to let the others know that you're a member.</li> </ul>

### Topic 2: Theories of Leadership, part I (week 2, 1/21)

1/22	Individuals	<ul style="list-style-type: none"> <li>Read NH Trait approach and Style approach (2-3)</li> <li>Perform Q-sort exercise on word associations by Tuesday noon</li> </ul>
1/25	Class	<ul style="list-style-type: none"> <li>Discuss theories of leadership, word associations, and Q-sort results</li> </ul>
	Group A	<ul style="list-style-type: none"> <li>Prepare an analysis of the Will Connors case focused on the following question: What would different theories of leadership (trait, style, situational, contingency, transformational) say about Will Connors as a leader? What would they recommend he do?</li> </ul>

### Topic 3: Theories of Leadership, part II (weeks 3 and 4, 1/28)

1/30	Individuals	<ul style="list-style-type: none"> <li>Read NH Situational approach and Contingency theory (5-6), Will Connors case</li> </ul>
1/30	Class	<ul style="list-style-type: none"> <li>Group A presents Will Connors case, class discusses thereafter</li> </ul>
	Group B	<ul style="list-style-type: none"> <li>Prepare an analysis of the Uptown Hospital case focused on these questions: What elements of the structural frame are contributing to the problem? What structural changes might help Uptown?</li> </ul>

### Topic 4: Structural Frame (weeks 5 and 6, 2/11)

2/13	Individuals	<ul style="list-style-type: none"> <li>Read BD 3-5, Uptown Hospital case</li> </ul>
2/13	Class	<ul style="list-style-type: none"> <li>Group B presents Uptown Hospital case, class discusses thereafter</li> </ul>
	Group C	<ul style="list-style-type: none"> <li>Prepare analysis of the Edgecomb College case for week 7, focused on these questions:               <ul style="list-style-type: none"> <li>What problems face Edgecomb in trying to design a compensation system for its employees?</li> <li>What has Edgecomb done well and poorly?</li> <li>What would you do?</li> </ul> </li> </ul>

### Topic 5: Human Resource Frame (weeks 7 and 8, 2/25)

2/25	Individual	<ul style="list-style-type: none"> <li>Read BD 6-8, Edgecomb case</li> </ul>
2/27	Class	<ul style="list-style-type: none"> <li>Group C presents Edgecomb case, class discusses</li> </ul>
	Groups	<ul style="list-style-type: none"> <li>Design incentive plan for academic health professionals               <ul style="list-style-type: none"> <li>Assume that you want to reward teaching, research, and clinical care. You're interested in some optimal balance of these things collectively in your institution (that is, a single health</li> </ul> </li> </ul>

		<p>professional doesn't necessarily have to do all 3, but between everyone, you want to see your optimal balance of T/R/CC). You have the freedom to do pretty much whatever you think will motivate people to do these important functions -- and remember that money is not the only motivator!</p> <ul style="list-style-type: none"> <li>• What is the balance of teaching, research, and patient care that you'd like to "produce" in your hypothetical institution? and,</li> <li>• How will you design an incentive plan for academic health professionals that will provide appropriate motivation and reward to achieve that balance?</li> </ul>
3/3	Groups	<ul style="list-style-type: none"> <li>• Each group presents plans on <b>Monday</b>, discussion and comparison throughout week</li> </ul>
	Group D	<ul style="list-style-type: none"> <li>• Prepare analysis of the St. Daniel-in-the-Den-of-Lions case for week 9, focused on these questions: <ul style="list-style-type: none"> <li>• Where are the sources of power in this case for the major players?</li> <li>• What would you do as Dr. Mississippi?</li> </ul> </li> </ul>

### Topic 6: Political Frame (weeks 9 and 10, 3/10)

3/10	Individuals	<ul style="list-style-type: none"> <li>• Read BD 9-11, St. Daniel-in-the-Den-of-Lions case</li> </ul>
3/12	Class	<ul style="list-style-type: none"> <li>• Group D presents case, discussion throughout week</li> </ul>
3/19	Groups	<ul style="list-style-type: none"> <li>• Do the Politics at LUMC exercise and post results to class on Wednesday, discuss results throughout week.</li> </ul>
	Group A	<ul style="list-style-type: none"> <li>• Prepare analysis of Playing with Matches case for week 11, focused on these questions: <ul style="list-style-type: none"> <li>• What's gone wrong here and why?</li> <li>• What should have been done instead?</li> <li>• What should be done going forward?</li> </ul> </li> </ul>

### (Spring Break, 3/24)

### Topic 7: Symbolic Frame (weeks 11 and 12, 3/31)

3/31	Individuals	<ul style="list-style-type: none"> <li>• Read BD 12-14; New Dept Chair and Midstate Univ. cases</li> </ul>
4/2	Class	<ul style="list-style-type: none"> <li>• Group A presents Playing with Matches case, class discusses throughout week</li> </ul>
	Group B	<ul style="list-style-type: none"> <li>• Prepare analysis of New Dept Chair and Midstate Univ. cases for week 12 <ul style="list-style-type: none"> <li>• Each of these cases deals with changes in leadership and the interaction of leader behavior and organizational culture. How are they similar and different?</li> <li>• How much influence do leaders have over organizational symbols?</li> <li>• What could the case protagonists have done better?</li> </ul> </li> </ul>
4/9	Class	<ul style="list-style-type: none"> <li>• Group B presents New Dept Chair and Midstate Univ. cases, class discusses</li> </ul>

### Topic 8: Problems in Organizations (week 13, 4/14)

4/14	Individuals	<ul style="list-style-type: none"> <li>• BD 16, 18, Carter Racing case</li> </ul>
4/16	Groups	<ul style="list-style-type: none"> <li>• Make decision on Carter Racing case and post in your group's private conference</li> <li>• Instructors move postings to class conference all together for class discussion throughout week.</li> </ul>

### Topic 9: Strategic planning (week 14, 4/21)

4/21	Individuals	<ul style="list-style-type: none"> <li>• Read strategic planning lecture and "Certificate for Clinical Teachers" case</li> </ul>
4/23	Groups C and D	<ul style="list-style-type: none"> <li>• Perform and post a SWOT analysis of the case in your group's private conference</li> <li>• Instructors move postings to class conference all together for discussion</li> </ul>

4/25	Class	<ul style="list-style-type: none"> <li>Compare and contrast SWOT analyses and discuss.</li> </ul>
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### Topic 10: Leadership and Ethics (week 15, 4/28)

4/28	Individuals	<ul style="list-style-type: none"> <li>Read NH Leadership and Ethics (13)</li> </ul>
4/28-5/2	Class	<ul style="list-style-type: none"> <li>Individuals present ethical dilemmas, group discussion</li> </ul>

### Activities at UIC during MHPE Summer Residency (July 30-August 1)

Wednesday, July 30 will be our all-day face-to-face course session. During this session, we will focus on the leadership skill of negotiation. You will participate in a series of negotiation exercises which we will then discuss. No preparatory reading is required.

The MHPE Summer Residency Conference will be held on July 30-August 1, and the theme is "Leaders as scholars, scholars as leaders." This year, we will have two dynamic speakers who are deeply involved in leadership in Health Professions Education from two different perspectives: David Irby of UCSF, who is the co-director of the Carnegie Foundation's Study of Medical Education (the "new Flexner report"), and Darrell Kirch, President of AAMC.

The conference is also a great place to present any health professions education projects or research you're involved in, and a great place to hear about what others are doing. You are strongly encouraged to submit to *present* at the conference – doing so will strengthen your presentation skills, afford you valuable networking opportunities, and garner another line for your CV!

Please note that attendance on **all three days** is **required** for students taking MHPE 504 online, and the residency component of the course grade includes both participation on Wednesday and attendance at the rest of the conference. Failure to attend in whole or part will result in a proportional reduction in the 20% of your grade that is associated with this requirement.



## Conditions of Use for MHPE 504 Final Paper

Name: \_\_\_\_\_

Title of Paper: \_\_\_\_\_

I am willing to allow my paper to be shared with: (check all that apply)

\_\_\_\_\_ Members of the DME Best Block Paper committee

\_\_\_\_\_ DME faculty members

\_\_\_\_\_ MHPE students

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Anyone

My paper may be copied and shared with the above people under these conditions: (check all the apply)

\_\_\_\_\_ My name must be removed

\_\_\_\_\_ The names of the organization and its members must be changed (and I have not done this myself)

\_\_\_\_\_ A copy of this form (possibly with my name and signature removed) must be attached

\_\_\_\_\_ The paper will be used as a teaching example

\_\_\_\_\_ The paper is being considered for an award

\_\_\_\_\_ I must be personally contacted to approve any sharing

\_\_\_\_\_ Other conditions: \_\_\_\_\_

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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Feedback Form (to be completed by faculty)**

Final Paper by: \_\_\_\_\_ Faculty rater: \_\_\_\_\_

Description of organization \_\_\_\_\_ / 3

Comments:

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Description and analysis of challenge using 2-4 frames \_\_\_\_\_ / 7

Comments:

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Plan for meeting challenge \_\_\_\_\_ / 5

Comments:

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General organization and writing \_\_\_\_\_ / 5

Comments:

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Total \_\_\_\_\_ / 20