

PubH 6702, MGMT 6402, PA 5105, LAW 6623, OLPD 6402
Integrative Leadership Seminar Course Syllabus
Fall 2015 (rev. 09/15)

Credits: 3
Meeting Days: Tues
Meeting Time: 6:00-8:45 pm
Meeting Place: CSOM L-114

Instructors:

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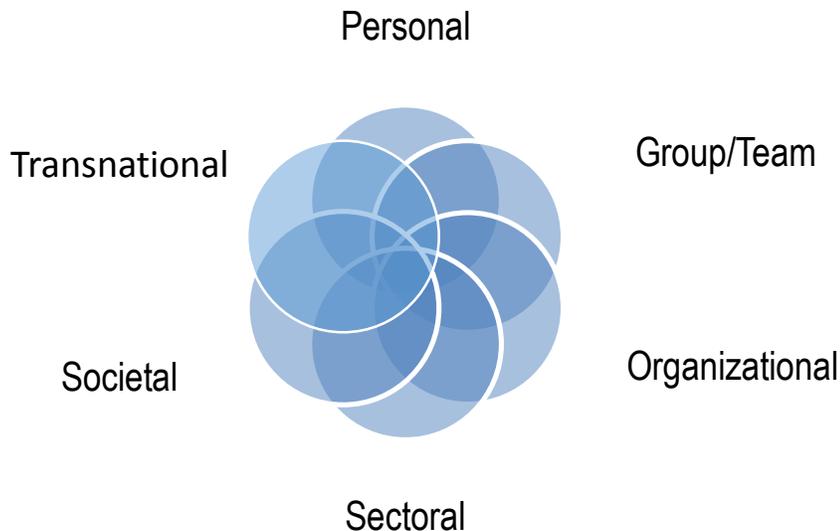
I. Course Description

Welcome to a unique seminar. It is devoted to exploring, investigating, discussing and understanding a particular field of leadership practice, “integrative leadership,” that, at its most fundamental, involves working across boundaries to address a complex and significant issue that cannot be effectively addressed by an individual person or entity. This work involves individuals working in awareness of their own strengths and limitations to collaborate with others with different skills, affiliations, perspectives or backgrounds – for example, from different teams, organizations, sectors, professions, cultures or countries – to address a multifaceted problem or achieve a common goal. Today’s strategic or “grand” societal challenges, and many of the myriad solvable but no less significant issues associated with them, require integrative leadership; they are novel, emergent, highly complex and beyond the resources of, for example, a single discipline, organization, sector or country to address.

Our seminar will investigate challenges and practices of integrative leadership at a continuum of levels or scales – from the personal to the transnational. Our goal is to use this investigation to identify relevant concepts, theories and practices, to develop frameworks for understanding integrative leadership challenges in different contexts, and to help you develop skills and a set of tools for practicing integrative leadership.

II. Course Goals and Objectives

Integrative leadership works at or across a variety of scales. Looking at the diagram below, integrative leadership practices may integrate within or among units at any of these scales (e.g., among units or occupational groups or levels of the hierarchy within an organization, or across several organizations), or across several scales (e.g., between individuals and organizations). Our class takes these scales of analysis as an organizing structure from which we together will evaluate integrative leadership challenges, failures, and successful practices.



While the scalar levels of analysis provide a useful organizing structure for our seminar, leadership practices involve many possibilities for integration across other kinds of boundaries. Integrative leadership practices may include boundary work to redefine, relocate, or render unimportant boundaries among, for example, different ways of knowing, types of knowledge, timeframes, issues, professions, disciplines or cultures. Integrative leadership is also found in a diverse range of contexts, many of them represented by the disciplines or sectors of the students, instructors, guest speakers, case study examples, or reading materials for the class (e.g., business, government, nonprofit, media, or community).

Integrative leadership is an investigation into contingencies. The “right” thing to do in a particular setting may have limited applicability to other situations. Consequently, this seminar is designed to give you integrative leadership concepts, frameworks and practical skills to think about and practice within the specific contexts in which you find yourself.

III. Methods of Instruction and Work Expectations

We will accomplish these learning outcomes through a combination of the following five approaches:

1. Participation in Learning & Discussion (15%)

Seminar participation constitutes a significant portion of the course grade. It is important first because your participation in class discussion teaches others. Second, it is important because it provides us with the best and most frequent indication that you have prepared for class. For both reasons you need to make every reasonable effort to be in class on time and to be prepared for class. You need to give us advance notice of any circumstances that will interfere with your prompt and active participation in a specific class, except where such notice is impossible. Your participation grade will suffer from unexcused absences, lateness or lack of engagement. We expect you will come to the seminar meetings prepared for class, and will be an active participant in class with questions, comments and analyses that address issues raised by case materials, readings, and comments by fellow seminar members and guest speakers.

Because leadership, and particularly integrative leadership, is a field of practice, there is little substitute for actual experiences involving leaders confronted with strategic challenges, leaders weaving together government, business and nonprofit organizations, and leaders calculating returns to those organizations and assessing overall inter-organizational performance. This course will therefore involve both guest speakers and the study of particular cases. The cases are drawn from varied issues and contexts.

In evaluating your class participation, we will look at how actively you have engaged with the readings, instructors, guest speakers and with your classmates' teaching and presentation of cases. For example:

- Is there evidence that you have identified central questions and concerns?
- Have you thought hard about any definitions or concepts or theories the reading sets forth and their relevance to integrative leadership?
- For the cases, have you considered what was essential to the outcome and what was missing?
- Have you thought about aspects of the case or theory that the author doesn't raise, for example the relative political power or social circumstances or shared expectations or common vocabulary of the participants?
- Do the identified boundaries function as barriers to impact, as connection pathways that facilitate it, or both?

2. Readings, Class Notes and Submissions (30%)

There are no textbooks. All required readings and course materials will be accessible through UMN library databases, available through the course Moodle site or handed out in class unless specifically noted. (The Moodle site may also list additional resources – materials that are not required reading but may be useful if you choose to read further in this area.) We may change or update readings for particular classes as the course progresses, so please check the Moodle site frequently, at least once a week.

Distribution of these articles is limited to students enrolled in the course. University Library Services require that we remind you that, due to copyright restrictions, you may not share the course Moodle site password with anyone not enrolled in the course. Password protection creates a secure environment for access to copyrighted works that allows University Libraries to make materials available to students. Limiting access to students registered in the Integrative Leadership seminar helps assure that materials are used only for educational purposes, and minimizes any impact on the market for the original work.

On the class Moodle site, you will see two types of discussion forums – Reading Note Forums and Reflection Note Forums. You must submit Reading Notes and Reflection Notes as indicated on the syllabus. There are ten total sets of notes assigned for the class (five of each type). *Whereas Reading Notes are forward-looking (They deal with material that has yet to be or is still being covered in the class immediately following the date they are due.), Reflection Notes are intended to allow you to look back and provide your reflections on a completed unit.*

Reading Notes (15%): You may be flexible about which of the assigned unit readings you decide to post your notes about, but by the due date you must post at least one 200-300 word response to the readings. Your response may include raising questions for discussion in the coming session or commenting on connections you see between current or prior assigned readings. This written work in advance of seminar meetings will make it easier for you to be a prepared and active participant. All notes submitted to the Forum will be available to other participants in the seminar, so that we can actively facilitate your being able to engage online to exchange ideas and learn from one another. You are encouraged to preview these Forum postings before each seminar session, and particularly to respond to other's questions and ideas. The instructors will review all submissions to prioritize areas for discussion or clarification during class. We recommend that you complete this work individually and collaboratively with others in the course.

Reflection Notes and Other Required Submissions (15%): The Reflection Notes are essentially a response to the class meetings for a particular unit and provide an opportunity for you to integrate ideas that come in up discussion of concepts and readings, our dialogues with the guest speakers or the presentation and discussion of cases. We hope that you will link conversation that we are having over the course of the semester with your own thinking and practice. You may be flexible about which unit meeting(s) you decide to post a reflection about, depending upon what stimulated your thinking, but you must post your 200-300 word reflection by the due date. In addition to Reading and Reflection Notes, you will also see a small number of small assignments for specific submissions (e.g., submitting questions for the September 29 class). Failure to complete these assignments in a timely or thoughtful manner will count against your assessment for this category.

Score	Qualities
2.0	Excellent work. Student clearly completed all assigned materials, reacted to them astutely, and made innovative connections among them. Work done on time.
1.5	Good work. Student demonstrated either strong breadth or strong depth in the comments . Work was done on time.
1.0	Acceptable work. Student did not demonstrate having completed all of the assigned materials, did not do much beyond providing a summary, or work was submitted late.
0.5	Poor work. Work was poorly done and late.
0.0	Assignment was not submitted.

3. Team Teaching Case (10%)

We will separate you into five project teams. Each project team will (1) lead class discussion of an assigned teaching case and (2) present and write up a self-selected team case project based on a current issue or initiative (see below). We know that different cases present you with a more or less complete picture and take place at different points in the process (e.g., before or after solutions have been agreed). You should feel free to consult outside sources related to the case, but please know that our assessment will also take into account the material with which you started.

Teaching Team Responsibilities

- The team responsible for teaching the case is also responsible for identifying one or more readings related to or helpful for the case and sending them to our teaching assistant, Dana Dumbacher, by the Thursday before the relevant class so that she can circulate them to the class to read before the case is presented.
- Expect to spend roughly 20-30 minutes presenting your case, including class discussion.
- Feel free to be creative in how you present your case to the class and how you ask the class to engage. Whatever format you choose, your presentation should:
 - Outline the facts of the case;
 - Clarify the issue(s) or challenge(s) being addressed;
 - Address why integrative leadership is required and the different roles served by different parties;
 - Discuss the process for resolution, its strengths and weaknesses (e.g., Was backbone support provided? How was the agenda or were priorities set? Were any metrics used or appropriate to measure progress?);
 - Include your thoughts about next steps.

Class Participant Responsibilities

- Do the reading assigned by the team teaching the case.
- Come prepared to engage actively in the discussion, including discussion of next steps.

4. Team Case Project (30 %)

For the team case project, we'd like you to use your understanding of integrative leadership to identify a recent initiative or event or current issue that you believe can only be effectively addressed with integrative leadership. The case you identify can relate to any of the scalar levels we've discussed. There will be an opportunity on October 13 for each team to make a five minute presentation to the class and get feedback regarding the case(s) they are considering or have selected.

Your role, in putting together the case, will be that of a consultant who has been asked to advise on the agenda, process, participants and support an integrative leadership approach to the issue(s) will require. Specifically, your presentation, including discussion, should be 45-55 minutes in length and should:

- Outline the facts of the case;

- Clarify the issue(s) or challenge(s) being addressed;
- Address why integrative leadership is required and the different skills, individuals, groups organizations or sectors who need to be involved;
- Discuss a proposed leadership process (e.g., Is backbone support required? How will the agenda or priorities be set? Are any metrics to be used or appropriate to measure progress?);
- Include your advice about next steps.

In addition to your class presentation, you will be writing a 2000-2500 word (excluding appendices) case analysis including your recommendations. Show us and your fellow students what new wrinkles you have identified in working through your own case. The exploratory nature of this seminar and the topic it addresses means that you have a chance in your presentations and case write-ups to contribute new theoretical and practical insight on integrative leadership in local, national and global contexts.

Although you should feel free to come up with your own topic, we will have some suggestions for you that have been supplied to us from others working in the integrative leadership field. If you are looking for examples of cases that have been worked with an integrative approach, you may wish to look at the cases in the Intersector Project's toolkit, available at <http://intersector.com/cases/>, or through the FSG/Aspen Institute Collective Impact Forum.

5. Integrative Leadership Peer Coaching (15%)

Individuals will share with the other members of their team project groups the personal leadership competency areas in which they would like observation and coaching from their teammates over the duration of the seminar. At several times throughout the seminar and again at the final class meeting, each student will participate in a peer coaching session with their teammates. Thereafter, each student will complete a brief reflective report on the impact of the integrative leadership peer coaching, listing those participating in the group. Each student must provide coaching, following the model provided by the instructors, to receive credit for this assignment. More specific instructions will be provided in class.

IV. Course Outline/Weekly Schedule

Please consult the course Moodle site for a detailed list of topics, case materials, and readings for each session.

Unit 1: Introduction to Integrative Leadership

Sep 8 Cross-Sector Collaboration, Collective Impact

Required Readings:

- John Kania and Mark Kramer (2011), *Collective Impact*, *Stanford Social Innovation Review*
- Nick Lovegrove and Matthew Thomas (2013), *Triple-Strength Leadership*, *Harvard Business Review* September 2013
- Brainerd, M & Campbell, J & Davis, R. (2013), *Doing Well By Doing Good: A Leader's Guide*, *McKinsey Quarterly*
- Please read the "Integrative Leadership and Grand Challenges" subsection in the "About Us" section of the Center for Integrative Leadership's website:
http://www.leadership.umn.edu/about/what_is_cil.html
- Please read the description of the "CSL Fellows" program at that tab and the "X-Sector Lab" section under the "What We Do" tab of the Presidio Institute's website:
<http://institute.presidio.gov/Pages/default.aspx>
- Please also read the "About" sections of the following websites:
<http://www.theitascaproject.com/index.htm>
<http://intersector.com/about/the-intersector-project/>

Additional Assignment: By 11:55 p.m. on September 7, please email Dana Dumbacher, dumba004@umn.edu, the top 3 words that came to your mind when you think of integrative leadership.

Guest: Allison Barmann, Vice President, Strategy and Learning, Bush Foundation, and 2014 Presidio Institute Cross Sector Leadership Fellow

Sep 15 Perspectives from Academia and Practice

Units of Analysis: Individual; Follower; Leader; Group; Organization or Sectoral Initiative; Sector-Crossing Collaboration; Networks, Relationships, Interactions; Context; Social Impact

Readings:

- Katherine S. Quick, "Practices for Building Collective Leadership and Collective Impact: A Longitudinal Analysis of Creating 'America's Greenest city,'" *Leadership* 2015
- Kouzes, J.M. & Posner, B.Z. (2015), *The Leadership Challenge*, Chapter 8
- Beard, A. (2015), Collaborate for Real, *Harvard Business Review*
- Hansen, M.T. (2009), When Internal Collaboration is Bad for Your Company, *Harvard Business Review*

Additional Assignments:

1. By 11:55 p.m. on Friday, September 11, submit Reading Notes on the above readings.
2. Come to class prepared to tell a short story (3 minutes or less) about an experience you had (successful or not) in collaborating with others to complete a shared project or accomplish a shared goal (It can be anything from cleaning a shared apartment before the arrival of guests to working in the community or in an organization).

Special Exercise: Reflective Listening

Guests: Kathy Quick, Assistant Professor, Humphrey School of Public Affairs, Co-Academic Director, Center for Integrative Leadership

Martha Goldberg Aronson, Executive Vice President and Vice President, Global Healthcare, Ecolab, Inc.
Dianna Shandy, Professor of Anthropology, Macalester College

Unit 2: Individual-Level Integrative Leadership

Sep 22 Concepts and Practices for Integrative Leadership at the Individual Level

Readings:

- George, B., Sims, P., McLean, A. and Mayer, D, "Discovering Your Authentic Leadership," *Harvard Business Review* (February, 2007) 129-38
- Ladkin, D. and Taylor, S., "Enacting the 'True Self': Towards a Theory of Embodied Authentic Leadership," *The Leadership Quarterly* 21 (2010) 64-74
- Lubin, J.S., "What's in Your Blind Spot? Managers Who Fail to Recognize Their Flaws Jeopardize Their Chances for Advancement,"
<http://www.wsj.com/articles/SB10001424052702304356604577339920157116462>
- And please read this sampling of articles relating to candidate Clinton's "authenticity problem":
<https://www.washingtonpost.com/blogs/right-turn/wp/2015/04/20/hillary-clinton-losing-the-authenticity-primary/>
<http://www.cnn.com/2015/03/15/opinions/pease-hillary-clinton-authenticity/>
<http://www.nationaljournal.com/politics/the-audacity-to-be-authentic-hillary-clinton-s-risky-hedge-against-obama-20140812>

- Ibarra, H. & Hansen, M.T. (2011). Are You a Collaborative Leader? *Harvard Business Review*, July-August 2011, 67-74.

Additional Assignments:

1. By 11:55 p.m. on Friday, September 18, submit Reflection Notes on Unit 1.
2. Come to class having completed the Leadership Motives Questionnaire handed out last class.

Special Exercise:

You! We'll be working with the results of the self-inventory you were given at the end of Session 2 to develop peer-to-peer coaching cohorts and individual plans. Please bring your self-inventory from last week with you to class, where we will be processing the results and working on other aspects of your own individual integrative leadership capacities.

Sep 29 Practices for Individual Boundary-Crossing

Reading:

- Heegard, P, *Turnabout: Stories of Individuals Who Overcame Tough Challenges to Move from Dependency to Self-Sufficiency in This Amazing Country of Ours--And the Lessons We Can Learn from Them* (2015)

Additional Assignments:

1. By Thursday, September 24 at 11:55 pm, submit three questions related to the experiences and insights shared in *Turnabout*. We will be consolidating and compiling a shorter list of questions drawn from this group and providing it to the speakers before Tuesday's event (see below).
2. By 11:55 p.m. on Friday, September 25, submit Reflection Notes for Unit 2 (covering September 22 readings and exercises).

Special Event and New Time: **Please note that class this week is from 5:30-8:15** and will involve attendance at the special launch event for *Turnabout* to be held at the Humphrey School's Cowles Auditorium followed by a short class meeting to set up student case teams. Please let us know in advance if the earlier start time presents a problem for you.

Unit 3: Group-Level integrative leadership

Oct 6 Concepts and Practices for Integrative Leadership at the Group Level

Readings:

- Ernst, Chris and Jeff Yip. 2009. "Boundary-spanning leadership: tactics to bridge social identity groups in organizations," in Todd L. Pitinsky, ed., *Crossing the Divide: Intergroup Leadership in a World of Difference*, Boston, MA: Harvard Business Press
- Lehman & Linsky (2008) *Conflict as Catalyst for Change*.
- Gratton, L & Voigt, A. & Erickson, T (2007) (2007), Bridging Faultlines in Diverse Teams, MIT Sloan Management Review
- <https://www.youtube.com/watch?v=M66ZU2PClCM>

Additional Assignment: By 11:55 p.m. on Friday, October 2, at 11:55 pm, submit Reading Notes on the above reading.

Guest: Steve Kelley, Senior Fellow, Humphrey School (Design Practices)

Oct 13 Practices for Integrative Leadership at the Group Level

Readings:

- Jacobson, W.S. (2007), Two's Company, Three's a Crowd, and Four's a Lot to Manage: Supervising in Today's Intergenerational Workplace, *Popular Government*

- Zofi, Y. (2011), Are You Skilled at Leading in a Virtual Environment? What It Takes to Lead Successful Virtual Teams, *The Member Connector*
- Wholey, Disch, White et al. 2013: *Intra-group and inter-professional leadership in chronic disease management groups.*
- Walker & Riordan 2010: *Leading collective capacity in culturally diverse schools.*
- Reading as assigned by team for Case #1

Team Case #1: SkillsForTomorrow: A Management Team in Crisis

Additional Assignment: Each team should come to class prepared to make a five minute presentation to the class about the case(s) they are considering for their final project. The presentation should very briefly describe the integrative leadership problem(s) and name some key needs and opportunities so that you can obtain class feedback.

Guest: Joan Humes, Vice President and Chief Deputy General Counsel, Medtronic, former Civil Chief, U.S. Attorney's Office

Unit 4: Organization-Level integrative leadership

Oct 20 Practices for Integrative Leadership at the Organizational Level

Reading: As assigned by team for Case #2

Team Case #2: A failure of leadership: Lessons from the Metro Gang Strike Force

Additional Assignment: By 11:55 pm on Friday, October 16, at 11:55 pm, submit Reflection Notes on Unit 3.

Guest: Jodi Sandfort, Associate Professor and Chair, Leadership & Management Area, Humphrey School

Oct 27 Concepts for and Perspectives on Integrative Leadership at the Organizational Level

Readings:

- Sax-Carranza, Angel and Sonia M. Ospina. 2010. "The behavioral dimension of governing interorganizational goal-directed networks - managing the unity-diversity tension." *Journal of Public Administration Research and Theory*. Advanced access published 9/13/10
- Caruso, Heather M., Todd Robers, and Max H. Bazerman. 2009. "Boundaries need not be barriers: leading colaboration among groups in decentralized organizations." In Todd L. Pittinsky, ed., *Crossing the Divide: Intergroup Leadership in a World of Difference*.
- Quick and Feldman (2013) "Boundary work for building resilience through collaboration"

Additional Assignment: By 11:55 p.m. on October 23, at 11:55 pm, submit Reading Notes on the above reading.

Guest: Carol Barnett, commercial advisor and Board Vice Chair, Martell Diagnostics (cancer diagnostic/monitoring startup) and trustee, Carleton College

Unit 5: Sector-level integrative leadership

Nov 3 Concepts for Integrative Leadership at the Sectoral Level

Readings:

- Bielak, Debby, Sheila M.J. Bonini, and Jeremy M. Oppenheim. 2007. CEOs on strategy and social issues. *The McKinsey Quarterly* (October 2007)
- Porter & Kramer (2011) *Creating Shared Value* or (2006) *Strategy and Society, The Link between Competitive Advantage and Corporate Social Responsibility*
- Wilburn, K & Wilburn, R. (2013), *The Double Bottom Line: Profit and Social Benefit*
- Andre, R. (2014), *Benefit Corporations at a Crossroads: As Lawyers Weigh In, Companies Weigh Their Options*

Guests: Judy Temple, Associate Professor, Humphrey School of Public Affairs and Department of Applied Economics; Brett McDonnell, Dorsey & Whitney Chair in Law, University of Minnesota Law School; Jeff Ochs, Discovery Capital Manager, University of Minnesota Office of Technology Commercialization

Additional Assignment: By 11:55 p.m. on Friday, October 30, submit Reflection Notes for Unit 4 and Reading Notes for the above readings.

Unit 6: Societal-level integrative leadership

Nov 10 Practices for Integrative Leadership at the Societal Level

Readings:

- Silton, B. (2015), 6 Lessons I Learned Leading a Cross-Sector Collaboration, *The Huffington Post* posted February 3, 2015
- Read the "About" section in the Partners for a Competitive Workforce website, <http://www.competitiveworkforce.com/>, and watch the video from the Collective Impact Forum, <http://www.fsg.org/publications/partners-competitive-workforce>
- As assigned by team for Case #3

Case #3: Oregon's Experiment with Coordinated Care Organizations

Guest: TBD

Nov 17 Practices for Integrative Leadership at the Societal Level

Readings:

- Roberts, Nancy, C. 2010. Spanning "bleeding" boundaries: humanitarianism, NGOS, and the civilian-military nexus in the post-Cold War era. *Public Administration Review* 70 (2): 212-22.
- Yaziji, M. (2004). Turning gadflies into allies. *Harvard Business Review* February 2004
- Noble, Gary and Robert Jones. 2006. The role of boundary-spanning managers in the establishment of public-private partnerships. *Public Administration* 84 (4): 891-917. PDF document
- Wang, Y. & Zhao, J. (2014), Motivations, Obstacles and Resources: Determinants of Public-Private Partnership in State Toll Road Financing, *Public Performance & Management Review*, Vol. 37, No. 4, June 2014, 679-704
- Sandfort, J., Video Brief, Government-Nonprofit Partnerships, <http://www.hubertproject.org/hubert-material/175/>
- As assigned for case #4

Case #4 -- Managing a Public-Private Joint Venture: the PTB Case

Guest: TBD

Additional Assignment: By 11:55 p.m. on Friday, November 13, submit Reading Notes for the above readings.

Unit 7: Transnational-level integrative leadership

Nov 24 Concepts and Practices of Transnational-level Integrative Leadership

Readings:

- Addis Ababa Commitment Towards Somali Refugees, <http://www.unhcr.org/540dac2c6.html>
- Central Mediterranean Sea Initiative Action Plan, <http://www.unhcr.org/531990199.pdf>
- Vice documentary, “The Smartest Man in the Sea,” available at <https://news.vice.com/video/the-smartest-man-in-the-sea>
- <http://www.nytimes.com/2015/08/29/world/europe/migrants-bodies-austria-truck.html?smid=nytcore-iphone-share&smprod=nytcore-iphone&r=0>
- As assigned by team for case #5

Guests: Hamse Warfa, organizational consultant and former chair, San Diego Refugee Forum; Mary Curtin, Diplomat in Residence, Graduate Faculty, Humphrey School; Jim Southwick, Vice President, Global Government Affairs, Medtronic

Case #5: Negotiating a Global Project for Sustainable Development, available from the Hubert Project, <http://www.hubertproject.org/hubert-material/378/>

Unit 8: Lessons Learned

Dec 1 No class. Instead, please schedule a consultation with Lou or Vanessa on your group project.

Assignment: By 11:55 pm on December 4, please submit both Reflection Notes a set of Reflection Notes relating to Units 5, 6 and/or 7 as well as the top three words that now occur to you when you think of integrative leadership.

Dec 8 **Defining Integrative Leadership and Case Study Presentations (set 1 of 2)**

We'll be revisiting your definitions of integrative leadership from the beginning and end of this course.

Dec 15 case study presenters: Upload your group presentation to Moodle before class.

Dec 15 Peer Coaching Session, Case Study Presentations (set 2 of 2), and Course Evaluations

Dec 9 Case study presenters: Upload your group presentation to Moodle before class.

Final peer coaching exercise Peer Integrative Leadership Feedback Prep Form Course evaluations.

Dec 20 Deadline for Submitting Final Products of Team Projects

Final Project submittal – upload your group presentation and final paper by 6:00 pm Sunday December 20.

V. Evaluation and Grading

- (1) **Group presentations:** The group project presentations will be graded according to how well your group has synthesized course material to analyze your group project topic, generate new insights or connections between the course materials, and make evaluative statements about your case study topic.
- (2) **Written assignments:** Your written assignments will be graded according to how well they answer the specific questions posed how well they identify additional topics for discussion or exploration, and how well they are written. Assignments are also graded according to how well they meet the standards of professional-quality writing. In this regard, your papers will be evaluated in terms of: **the depth and substance of your thinking** (e.g., the degree to which your writing demonstrates a sound understanding of the readings and insightful analysis of the issues; incorporation of the literature into the analysis); **editorial quality** (proper spelling, punctuation, sentence structure and grammar; clear presentation of ideas); **organizational quality** (sound organizational structure, effective use of headings, thematic paragraphs); and **proper referencing** using consistent APA format for quotations, notes, and bibliographies. (Either APA 5 or 6 is acceptable.)
- (3) **English as a second language:** Our policy regarding the written work of students for whom English is a second language is as follows: If we determine that there are fundamental problems with respect to writing quality on the first written assignment, we will return the paper for revision with the requirement that it be resubmitted within one week. University writing resources are strongly encouraged in such cases.
- (4) **University grading policy:** Grading will conform to established University of Minnesota procedures listed each term in the course schedule.
- (5) **Late assignments:** Late assignments will be graded down one or more points (depending on the assignment) for each week that it is late. A week is defined as Tuesday through the following class session.
- (6) **Incompletes:** There will be no incompletes granted in this course except due to exceptional circumstances as defined in accordance with University policies.
- (7) **Computing final grades:** For each assignment you will get a number grade. Final grades will be compiled according to the assignment weighting shown above. Final grades will be assigned using the University's plus and minus grading system, on a 4.000 cumulative grade point scale. If taking the course on an S/N basis, you must have a C- or better to pass. For additional information, please refer to:
<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Points:	94-100 A	90-93 A-
	87-89 B+	84-86 B 80-83 B-
	77-79 C+	74-76 C 70-72 C-
	67-69 D+	64-66 D 0-63 F

Course Evaluation: Pertaining to SPH Students: Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts: A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college).

University of Minnesota Uniform Grading and Transcript Policy: A link to the policy can be found at onestop.umn.edu.

VI. University Information of Interest to All Students

Carlson School of Management Mission

The mission of the Carlson School of Management is to discover transformative knowledge about the issues faced by organizations and managers in a dynamic global economy and create exceptional learning and career opportunities by facilitating an engaged and integrated community of scholars, students, and practitioners.

Hubert H. Humphrey School of Public Affairs Mission

The Hubert H. Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world.

College of Education & Human Development Mission

The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

School of Public Health Mission

Public health is the crossroad of society and the health sciences. Biology, the environment, populations and human systems cross over at this intersection to shape disease and health. The School of Public Health advances excellence in research, education, and outreach for the protection, restoration and promotion of health, well-being, security and safety. As a public health leader, the only such academic institution in Minnesota, Wisconsin and the Dakotas, and also due to its obligations in a land-grant university, the School bears unique responsibility for research that:

- bridges biology, the physical environment, social, political, cultural and economic factors to discover, understand, and improve the health of populations, communities, and societies;
- advances statistical and other methods of scientific inquiry;
- analyzes social factors, financing systems, organizational structures and processes, health technologies, and policies that affect access to health care, its quality and cost, and public health infrastructure;
- applies principles of preparedness and protection to public health practice;
- evaluates effective methods of learning and disseminating evidence-based practice to health professionals, community leaders and the public.

Department of Organizational Leadership, Policy, and Development Mission

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe.

Grade Option Change (if applicable): For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Special note for students in enrolled in PH6702 section of the course: Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

We do use computers in the classroom regularly as part of presentations and discussions in class. Using other personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic

performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: <http://ds.umn.edu/student-services.html>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

University Mental Health Services

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Academic Freedom and Responsibility: Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. For additional information, please refer to: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>