PM776: Managerial Skills for Problem Solving
Fall 2016
4 credits
Wednesdays 6:00-8:45 pm, L-212/214

Instructor information
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Course description
This course is organized around two premises. The first premise is that the best way to learn to solve difficult problems is to practice solving progressively more challenging problems. The course therefore requires students learn and utilize a range of cutting-edge management techniques and theory to identify and transform problems they themselves face.

The second premise is that many problems in health policy and management are symptoms of underlying organizational structures (e.g. departmental boundaries) and interpersonal dynamics (e.g. common ways of dealing with conflict). Some of these are visible and some are not visible, at first glance. Problems are the tip of the iceberg.

A fundamental assumption of the course is that you cannot intervene at a high level of effectiveness without researching and reflecting on your own practice. This means describing, reflecting on, analyzing, discussing, and experimenting with our own behaviors, and handling the vulnerability inherent in those processes.

Tackling problems
What kinds of problems will this course address? We will address problems related to managing people and processes in healthcare organizations, and in other agencies concerned with healthcare. It surprises some students that these are often identical or similar to problems they face in their personal and work lives, just on a different scale, or in different venues. We will address problems like these:
- How to tackle long-standing problems that no one wants to discuss;
- What to do when you or your department is "stuck" and cannot make progress in changing something that bothers people;
- How to influence a peer, subordinate, or authority figure to change something you think is a problem;
- How to get a bad meeting or conversation back on a productive track.

We will not be addressing "nuts and bolts" problems, such as how to make sure you or your department has conformed to the Health Information Privacy Assurance Act (HIPAA), or the legal and best way to request bids on a project to do epidemiological surveillance in your city.   These issues, however, have legal, financial or ethical importance that can make or break a manager or individual employee. Therefore, this course does prepare you to know what you don't know, to develop yourself as an active life-long learner who knows how to identify and ask for assistance, and how to shape your enterprise

(whether it be a whole organization, a department, a small group, or class) into a learning organization that can produce consistently excellent results.

We will also work on developing skills that can serve to prevent or at least mitigate problems, such as: meeting facilitation skills, coaching skills, and skills for approaching difficult conversations.

Action inquiry cases
To help you solve problems, this course requires you to work on exploring problems via "first-person" action inquiry cases. First-person cases are ones involving reflection on and research about concerns you yourself face. They are action inquiry cases because they require inquiry into your actions in the context of ongoing situations. Examples include: how to get a defensive boss to share information important to success of your project; how to handle conflict in a way that actually improves things, and how to say no to unreasonable requests. These must be concerns that are ongoing, in which you are directly involved, and ideally cut across multiple settings/relationships.

Course learning objectives
Upon completion of this course, students will be able to:
1. Examine their behavior relative to their overall vision and goals and identify mismatches.
2. Deploy a set of pre-established, self-developed steps of what to do when confronted with a problem, in order to generate change.
3. Develop analyses based on analysis of both first-person data and evidence-based literature and use them to develop alternative approaches.
4. Utilize the basic premises of system dynamics to identify the underlying dynamic structure of problems and intervene to change those dynamics.
5. Develop and use new conversational techniques to resolve the presenting concern and its underlying dynamics in a way that lasts.
6. Inquire skillfully (in a way that minimizes defensiveness) about other people's assumptions and goals in a given situation to build solutions.
7. Observe and reflect on your own assumptions and emotional reactions to address concerns in your work or life.
8. Observe and describe your own ways of acting (particularly talking) and test out alternative behaviors to solve problems.
9. Communicate orally your emerging understandings of your own and others' action inquiry cases.
10. Write and edit clear, engaging prose that clearly presents your ideas.
11. Increase the frequency of episodes in which you tolerate or remain calm in the face of conflict or differences with peers or authority figures.

Learning resources
Required textbooks, software, materials:
- Kegan, R., & Lahey, L. L. 2009. Immunity to change. Boston: Harvard Business Press. **(IC)**
- Senge, P. M. 2006. The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Doubleday. **(FD)**
- Senge, P. M. et.al. 1994. The Fifth discipline fieldbook. New York: Doubleday. **(FDFB)**
- Stone, D., Patton, B., & Heen, S. 2010. Difficult Conversations. New York: Penguin Books. **(DC)**

<u>Recommended textbooks, software, materials:</u> Doyle, M., & Straus, D. 1993. How to Make Meetings Work. New York: Jove Books. **(HMMW)** *(I will draw on this book in class, and it's a great professional reference. I really do recommend obtaining a copy, it's an inexpensive paperback.)*

<u>Blackboard:</u> Announcements, powerpoints, and handouts for the course can be located on the Blackboard course site.

<u>Online modules/resources:</u> In order to minimize student costs, other articles that are available online via BU resources are NOT included in the reader, and instead appear as ezproxy links in the weeks they are to be read. Please do not ask me to post these as pdf files; copyright regulations forbid this. Please let me know if any of the links are broken. NB: Articles in the Harvard Business Review can be accessed via BU's HBR subscription, but we are not allowed to link to them from syllabi. Thus they are listed only, without links. Sorry.

<u>Course Reader:</u> This contains required articles and book chapters that are NOT available online, and will be available either in print or digital versions (CR)

Teaching methodology/Course format

It is my goal to create a class that supports and requires transforming your problem solving skills as well as our own. To do this, we will have to work together to monitor and improve the alignment among our vision for the class, the strategies I use, and the actual operations of the class (what we all say and do). It is our job to harness your and our experience, skills, and imagination to create a vision of what we want to create in this class. It is also my job to develop strategies to reach that vision and to develop (with your input) daily operations to enact those strategies. It is your job to help me monitor the alignment among vision, strategy, and operations.

By doing these things, I expect that students will significantly improve their problem-solving skills in the course of the semester. For "first person" cases, cases about your own managerial/interpersonal problems, this entails experimenting with new ways of talking and thinking to visibly transform at least one real concern you face. I expect you to work with others in your in-class groups, as well as solo, to reflect and experiment to improve your habitual ways of thinking, reacting and acting.

Once the class starts, I expect that you will be experimenting every day of the semester with new ways to solve problems in this class and outside of it. Our examination of how to solve problems will be action-oriented as well as conceptual. Students who diligently reflect on their own actions, take intelligent risks in experimenting with new approaches to integrate the knowledge, skills, and assumptions taught in the class can expect a significant improvement in their ability to identify, resolve or transform problems. This is greatly facilitated by regular reflective journaling during the semester.

Tips on doing the reading: there is a lot of reading. The Senge text <u>The Fifth Discipline </u>can in particular be quite dense. It is okay to skim some of the longer chapters in Senge to get the main idea; in fact, it is better to skim them than to not read them at all!

PLEASE check the syllabus and Blackboard before emailing with routine questions to which the answers are likely to be found in this document. Thank you.

When you do email, please put PM 776 in the subject line. I will try to respond within 24 hours except

on weekends, when we try to be off email for at least 48 hours. Also, please include your phone number in your signature line so that I can respond by phone if needed

Assessments

Action Inquiry Papers 1, 2 and the Final Paper: In this course, you will learn various tools for tackling problems in the workplace and in other settings. The paper assignments are designed to give you opportunities to develop mastery with these tools by applying them to your own selected concerns. Paper #1 includes the concepts and tools learned early in the semester, while paper #2 includes the concepts and tools learned in the next part of the semester. The final paper is a way to reflect on your learning journey. The final paper also helps you to put your project in broader context by drawing insights from the literature. For example, if your first 2 papers focus on your problematic communications with one of your subordinates at work, your final paper could put this situation in the broader context of manager-employee communications, and use literature about that phenomenon to ground and give context to your personal experiences. Your papers must conform to the style guide posted in the "course documents" section of the Blackboard website. If you need assistance learning to conform to a style guide, I will be happy to advise you and/or point you in the direction of writing resources available within SPH. Points will be deducted from your paper for divergences from the style guide.

Paper # 1 (20%): 8-12 pages in length not including references or exhibits; double spaced. The paper has two parts.You identify the role of your own frames/beliefs/assumptions and actions in producing a practical problem in your life. Using the ladder of inference, two-column case, and change immunity mapping (including biography of your big assumption), you explore your own frames/beliefs/assumptions and conclude the paper with some thoughts about things you might change in your own thinking/action in order to get some leverage with this problem.

Paper # 2 (30%)**:** I will give you detailed comments on the quality of your writing on paper 1, citations, and use of class literature. You will be expected to make improvements in relevant areas in your second paper. 8-12 pages in length, double-spaced, not including references or exhibits**.** The second paper reports on your efforts to affect some change by employing tools including types of speech, LPG, and DC analysis, and should include descriptions of some "safe and modest" tests of change, as well as your continuum of progress. The first paper focused on how you contribute to setting up practical problems you face. The second paper asks you also to intervene to change existing intra- and interpersonal dynamics that produce the problem. In the first project you observed the impact of your existing frames and actions. In the second project you observe both the impact of changing yourself and of attempting, explicitly, to change things external to you.

Final paper (30%): The final paper is an opportunity to reflect on your learning journey, possibly incorporating some of the material from papers 1& 2, AND also including a systemic level of analysis using CLD techniques, and put your project into a broader context, informed by consulting the literature in relevant areas. The final paper should report on multiple cycles of "safe and modest" testing and your thinking about what you might do next to explore further. 12-18 pages in length, double-spaced, not including references or exhibits. More detailed guidelines and rubrics for all 3 papers will be provided in class before they are due.

Grading policy

The course provides several opportunities to integrate your learning: papers, participation, and weekly (ungraded) assignments.   Each is intended to provide practice in applying the knowledge and skills covered by the course.

Your performance and effort will be evaluated in these areas:

Assignment	Description	Due Date	Percent of Grade
Weekly participation & homework	See Class Participation	Every week	20%
Paper 1	Appendix A	10/12/16	20%
Paper 2	Appendix A	11/16/16	30%
Final paper	Appendix A	12/19/16	30%

Course policies and student expectations

Late-work policy: I will deduct a quarter grade (e.g. A- to B+) for papers I receive after the deadline. Papers more than 24 hours late will be dropped a half grade (E.g. A- to B).

Attendance and/or participation policy: The class format relies heavily on discussion and participation by students. Attendance and insightful participation are critical for achieving mastery of the material. Attendance (on time) at all classes and participation is expected, because the learning that takes place in class is quite different from learning from readings. Note that material not contained in reading materials is likely to be covered during class meetings, and that you are responsible for that material and anything else that is covered during class.

If you are absent, I (VP) expect you to let me know ahead of time, or subsequently if advance notice is not possible. If you anticipate being late to a class or find yourself running late, please leave me a message on my office phone or email me.

In registering for this course, you committed to attending every class session unless prevented from doing so by an unexpected health or family issue, or a pre-existing work commitment. Thus, if you miss more than 1 class meeting without being in communication with me, you may jeopardize your ability to successfully finish the course.

This attendance policy is real and important. In the past, students have been asked to drop the course due to attendance concerns. Please do not commit to the course if your life right now is too unpredictable to make it work.

Technology in the classroom: The class is designed to be experiential and participative and you can't experience or participate if you are distracted by other tasks. Thus, please, no laptops, phones, ipads etc. during normal class interaction. Unless you are in the midst of a personal emergency, or you are a licensed health care provider who is on call, all cell phones, pagers, etc. are expected to be off during class. *Anyone in violation of this expectation will be expected to bring snacks for sharing to the next class session*.

Course preparation: In preparation for most (but not all classes), you will be asked to complete short written assignments that will form the basis both for the discussions of your problem-solving group, but also for your graded papers. Thus, it is to your advantage to complete these in order to keep up with the work, but also simply the act of completing them contributes to your grade. In general, these are to be submitted by 3 a.m. the day of class, via the Blackboard site. Documents should be titled with your last name and a brief descriptive title (e.g. "Mylastname.3 possible problems"). It is essential that you also include your name in the document itself (at the top of the page or in a header). When I print homework assignments, once they are printed, I have no way of telling who submitted them unless your name is IN the document.

Boston University School of Public Health: Standards of Academic Honesty

Students in the School of Public Health are expected to adhere to the highest standards of academic honesty. Academic honesty is essential for students to attain the competencies the School expects of its graduates and to enable the faculty to adequately assess student performance. Any action by a student that subverts these goals seriously undermines the integrity of the educational programs of the School.

Academic misconduct is any intentional act or omission by a student which misrepresents his or her academic achievements, or any attempt to misrepresent his or her academic achievements. The following acts constitute academic misconduct. This is not an exhaustive list.

- *Cheating on examinations:* The use or attempted use of any unauthorized books, notes or other materials in order to enhance the student's performance in the examination, copying or attempting to copy from another student's examination, permitting another student to copy from an examination or otherwise assisting another student during an examination, or any other violation of the examination's stated or commonly understood ground rules.
- *Plagiarism:* Any representation of the work of another as one's own constitutes plagiarism. This includes copying or substantially restating the work of another person without the use of quotation marks or other indication that the words of another have been copied, the use of any written or oral work from which the student has obtained ideas or data without citing the source, or collaborating with another person in an academic endeavor without acknowledging that person's contribution.
- *Submitting the same work in more than one course without the consent of all the instructors*
- *Misrepresentation or falsification of data*
- *Allowing another student to represent your work as his or her own*
- *Violating the rules of an examination or assignment*

A student who is found guilty of academic misconduct may be subject to disciplinary action, up to and including dismissal from the School. For more details, please review the full policy.

Be sure to complete the plagiarism tutorial and review tips for avoiding academic dishonesty.

Course Schedule

Session	Date	Topic	Assignments Due
1	Sept. 7	Course Introduction	
2	Sept. 14	Personal mastery and problem-solving	HW due: Episode analysis
3	Sept. 21	Mental Models	HW due: 2 column case
4	Sept. 28	Change immunity mapping	HW due: LoI
5	Oct. 5	Problems in action/safe & modest tests	HW due: CIM
6	Oct. 12	Types of speech	Paper #1 due at 3 p.m. to Blackboard

7	Oct. 19	Learning pathways grid	HW due: Labelled case & safe test
8	Oct. 26	Continuum of progress & intro Difficult Conversations	HW due: LPG
9	Nov. 2	Difficult conversations– focus on feedback	HW due: CoP
10	Nov. 9	Systems thinking introduced	HW due: DC prep
11	Nov. 16	Solving systemic problems	Paper #2 due at 3 p.m. to Blackboard
12	Nov. 30	Systems thinking II	HW due: CLD
13	TBD	Applications & voicing values	HW due: revised CLD
14	TBD	Course conclusion	Paper due at 9 am December 19

Session outline

Session One: Course Introduction
September 7

Learning objectives:
- Understand the course content, design & rationale
- Understand the types of skills to be developed
- Learn & practice effective meeting management skills

Readings and Pre-Class Activities:
- **Book:** FD, Chapters 1 & 2 "Give me a lever" & "Does your organization have a learning disability?"
- **Book:** FDFB, p. 1-12
- **Book:** IC, introduction
- Dattner, B. & Hogan, R., "Can you handle failure?" Harvard Business Review; Apr2011, Vol. 89 Issue 4, p117-121
- Gaillour, F. "Physician Leaders Benefit From Revisiting 'The Fifth Discipline"
- Boaz & Fox, "Change leader change thyself"

Class Activities & Notes:
- Suggested additional reading is: **HMMW:** chapters 2,3,5
- Networking
- Ground rules
- Meeting facilitation practice

Assignments Due:
- Read through the syllabus about the assignments, grading, and goals of the class; identify a comment or question to share

Session Two: Personal Mastery and Problem-solving
September 14

Learning objectives:
- Learn and practice skills in facilitating small group meetings
- Begin identifying potential dynamics to work on

Readings and Pre-Class Activities:
- **Book:** FDFB, p. 48-49, p. 193-219
- Gabarro, J. & Kotter, J, "Managing your boss" Harvard Business Review; May/Jun93, Vol. 71 Issue 3, p150-157
- Duncan, M., "Effective meeting facilitation," PDF on Blackboard
- **Book:** FD, Chapters 4 & 8 "Laws of the 5th discipline" and "Personal Mastery" (*Ch. 8 is long; focus on the headings and getting an overview of the whole chapter; do not get bogged down in the details.*
- Chase, S., Nutting, P. & Crabtree, B., "How to solve problems in your practice with a new meeting approach," Family Practice Management. 2010 Mar-Apr;17(2):31-34

Class Activities & Notes:
- Suggested additional reading is: **HMMW:** chapters 6,7,8
- Coaching introduction
- Meeting skills practice
- Further networking

Assignments Due:
- HW Assignment:
  - Using the "episode analysis" guidelines, write up an episode that has been on your mind, that represents a concern you *might* want to explore in your action inquiry project.
  - ***Upload to Blackboard by 3 a.m. on September 14.***

Session Three: Mental Models and Introduction to Change Immunity
September 21

Learning objectives:
- Develop skill applying the ladder of inference to problems
- Understand how perspective plays a role in the definition of problems

Readings and Pre-Class Activities:
- **Book:** FD Chapter 9 "Mental Models" (163-183 in 2006 edition – up to "balancing advocacy & inquiry) *(read for main ideas, especially "The discipline of mental models)*
- **Book:** FDFB: p.235-252
- Pfeffer, J., "Changing mental models: HR's most important task" Human Resource Management; Summer2005, Vol. 44 Issue 2, p123-128
- ActionDesign.com   "How to write a case" at http://actiondesign.com/resources/toolkit/case-guidelines

- Smithson, J. & Lewis, S. "Psychological contract," Sloan network Encyclopedia entry, 2003. *(read this very lightly, it's dense, just read for the main idea)*
- IC chapter 2

Class Activities & Notes:
- Ladder of Inference
- Mental models activity
- Learning group meeting #1

Assignments Due:
HW Assignment: In ONE document: Using the template from "how to write a case" write up a 2-column case from an interaction that you would like to have improved. (This can be the same or a different case from the one you wrote about last week.)

Upload to Blackboard by 3 a.m. on September 21.

Session Four: Change Immunity
September 28

Learning objectives:
- Understand change immunity and how it operates
- Develop skill using CI mapping to diagnose obstacles to change

Readings and Pre-Class Activities:
- **Book:** IC chapters 1,8,9.
- **Reader**: Senge, Dance of Change, Ch. VII Fear and Anxiety pp. 241-254

Class Activities & Notes: CIM workshop

Assignments Due:
- HW Assignment: Using the template, type up a ladder of inference representing a mental models of yours at work in your 2-column case.

Upload to Blackboard by 3 a.m. on September 28.

Session Five: Problems in Action
October 5

Learning objectives:
- **Appreciate how assumptions can drive our actions at work**
- **How to formulate "safe and modest" tests**

Readings and Pre-Class Activities:
- **Book:** IC chapters 3,5,6 *(you can read 3, 5, & 6 lightly to see some examples of CIM in action)*
- **Reader:** Torbert Ch. 1

Class Activities & Notes: Developing safe and modest tests

Assignments Due: HW Assignment: Using the template, type up your CIM. Bring hard copies to share with your group. *Upload to Blackboard by 3 a.m. October 5*

Session Six: Types of Speech
October 12

Learning objectives:
- Understand types of speech and their implications
- Be able to analyze a personal case using types of speech

Readings and Pre-Class Activities:
- **Book:** FD chapter 9, "Mental models" – begin reading at "Balancing Inquiry and advocacy" (p. 183 in 2006 edition) (*this is only about 7 pages*)
- **Book:** FDFB: p. 253-263
- **Reader:** Torbert Ch. 2

Class Activities & Notes:
- Alums: Frantz, Evonne
- Types of speech activity

Assignments Due:
- Paper #1 is due: This paper should include your ladder of inference, two-column case, change immunity map, including the biography of your big assumption. *Upload to Blackboard by 3 p.m. October 12*
- HW Assignment: Bring hard copy of existing (or new) 2-column case

Session Seven: Learning Pathways Grid
October 19

Learning objectives:
- **Understand how our mental framing affects our actions**
- **Understand how the LPG can be used to help reveal our framing**

Readings and Pre-Class Activities:
- **Reader:** Rudolph, Taylor and Foldy
- **Book:** FD Ch. 10 "Shared Vision" *(This is about 25 pages – read lightly to get main ideas)*

Recommended additional reading:
- **Book:** FD Chapter 11, "Team learning"

Class Activities & Notes:
- Course alumni Vivian & Jonathan
- Midpoint check in
- Learning pathways grid work

Assignments Due: HW Assignment: Design, implement & report on a safe & modest test. How did you test? How did it go? (see template) AND Label types of speech (using Torbert's 4 main types) in a 2-column case (old or new). *Upload to Blackboard by 3 a.m. October 19*

Session Eight: How am I doing? Continuum of progress, intro to Difficult conversations;
October 26

Guest instructor – Michele Vitti

Learning objectives:
- Explore the continuum of progress as a tool for measuring progress on immunity to change
- Understand how differences in framing can undermine team communication

Readings and Pre-Class Activities:
- Book: IC chapter 10
- Book: DC Ch. 1-5

Class Activities & Notes:
- Continuum of progress
- Begin discussion of difficult conversations

Assignments Due: HW Assignment: Write up the learning pathways grid analysis you worked on last week in class and reflect on what it has shown you. *Upload to Blackboard by 3 a.m. October 26*

Session Nine: Difficult Conversations
November 2

Learning objectives:
- Apply skills in types of speech to developing effective feedback
- Analyze the 3 conversations within every difficult conversation

Readings and Pre-Class Activities:
- **Book:** DC Ch. 6-10
- **Reader:** Rudolph, Simon, Rivard, Dufresne & Raemer

Class Activities & Notes:
-Live case
-Conversation role-plays

Assignments Due:
HW Assignment: Type up your continuum of progress that you began in class last week. *Upload to Blackboard by 3 a.m. November 2*

Session Ten: Systems Thinking Introduced
November 9

Learning objectives:
- **Develop skill in using DC analysis to sort out problematic interactions**
- **Explore how DC techniques can change our conversations**
- **Begin to explore systems thinking**

Readings and Pre-Class Activities:
- **Book:** DC Chapters 11-12 and "10 questions about DCs"
- Edmondson, A. & Smith, D.M. "Too hot to handle? How to handle relationship conflict" California Management Review; Fall2006, Vol. 49 Issue 1, p6-31.
- Edmondson, A., "Strategies for learning from failure," Harvard Business Review; Apr2011, Vol. 89 Issue 4, p48-55

Class Activities & Notes:
- Introduction of systems thinking activities
- Discussion of applications to health care

Assignments Due: HW Assignment: Type up your difficult conversation analysis using the template. This can be either for a difficult conversation you want to revisit, or for a future one you want to anticipate. *Bring copies of your draft for peer editing*

Session Eleven: Solving systemic problems
November 16

Learning objectives:
- **Understand how relationship systems can perpetuate issues**
- **Explore how mapping our interactions can help diagnose problems**

Readings and Pre-Class Activities:
- Online prep module (link on Blackboard)
- **Book:** FDFB p.87-120
- **Book:** FD chapter 5, "A shift of mind"
- Cavana, R, Davies, P., Robson, R. & Wilson, K., "Drivers of quality in health services: different worldviews of clinicians and policy managers revealed," System Dynamics Review; Fall1999, Vol. 15 Issue 3, p331-340.

Class Activities & Notes: Systems thinking activity – what are the variables? How do they behave?

Assignments Due: Paper #2 is due to Blackboard by 3 p.m. and bring a hard copy: (See details later in syllabus.) This paper should include your continuum of progress, at least one safe and modest test, your LPG, and your DC analysis

Session Twelve: Systems Thinking II
November 30

Learning objectives:
- To develop awareness of the cyclical and self-reinforcing nature of some problems
- To become conversant with causal loop diagramming as a technique for better understanding systemic problems

Readings and Pre-Class Activities:
- Book: FDFB 177-189
- Tucker, A. & Edmondson, A. "Why hospitals don't learn from failures" California Management Review; Winter2003, Vol. 45 Issue 2, p55-72.
- Optional:
  - Book: FD ch. 6,7, "Nature's templates" & "Self-limiting or self-sustaining growth"

Class Activities & Notes: CLD building, sharing and revision

Assignments Due: HW Assignment: Draft a causal loop diagram of a critical issue in your action inquiry project.   Bring hard-copies to class for me and for your group members. It can be drawn by hand, whatever works. *Upload by 3 a.m. on 11/30*

Session Thirteen: Systems Thinking II
TBD

Learning objectives:
- Develop skill in applying causal loop diagramming technique
- Understand the different kinds of systems archetypes that help diagnose systemic patterns

Readings and Pre-Class Activities:
- **Book:** IC chapters 3,4,7
- Swensen, S. et. al. "High-Impact Leadership: Improve Care, Improve the Health of Populations, and Reduce Costs," IHI White Paper. Cambridge, MA; IHI; 2013 (at ihi.org)

Class Activities & Notes:
- Lit searching for your papers
- Discussion of CLDs

Assignments Due: HW Assignment: Either revise your CLD from last week or create a new one. Bring hard-copies to class for me and for your group members. It can be drawn by hand, whatever works. *Upload by 3 a.m. class day*

Session Fourteen: Applications and Voicing Values
TBD

Learning objectives:

- **Understand that different types of problems call for different types of problem-solving responses**
- **Consider what responses are relevant in students' own cases**
- **Review and discuss key learnings from course**
- **Develop skill in providing feedback**

Readings and Pre-Class Activities:

- Book: FDFB p. 479-484
- Book: IC, chapters 11, conclusion
- Senge, P. et al, "The Dawn of System Leadership" Stanford Social Innovation Review, winter 2011.
- McKeown, G. "The Emotional Boundaries you need at work," HBR Blog Network, July 24, 2014.
- Yamada, D. "Workplace Bullying and Ethical Leadership," Journal of Values Based Leadership, vol 1, 2, 2008
- Lucas, S. "Trouble at the office: When to go to HR, and when not" Moneywatch 2014.

Class Activities & Notes:

- Limits of these tools
- When does unpleasant become destructive?
- Peer learning group closure activities

Assignments Due: *HW:* bring something yummy to share! Final paper is due by 9 am December 19 to Blackboard

Assessment guidelines

Participation Grading Criteria
These are the criteria on which class participation (including in small groups) is graded:

- Experimenting with and demonstrating increasing mastery of different "Types of Speech" as described in the book *Action Inquiry*. The quality of framing, advocacy, inquiry and illustration in your contributions to class and group discussion (e.g. advocating your view clearly and illustrating with data; advocating your view and pairing it with inquiry to me or other students; stepping back to "frame" the discussion or redirect it.)
- Degree to which you address your peers as well as the professor in your class comments (including peers in your comments is good).
- Your ability to contribute to, redirect, or question the direction of class and group discussions.
- Demonstrated quality of listening (that is, your comments address, challenge, or build on other people's contributions).
- Active and responsible participation in your peer learning group.
- Regular completion and submission of weekly homework assignments.

Meaningful class and small group discussions occur when everyone attends the class and fully participates – both as speakers who have read and reflected on the assigned readings and as curious listeners. Neither dominating the discussion with off-the-cuff opinions nor sitting quietly class after class helps you or others learn. Some students like to participate silently; however, it is essential that they also speak up – at least occasionally. If you find speaking in class a challenge, it is your responsibility to discuss this with me (VP) so we can develop a plan for including your insights (in fact, you improve your class participation grade simply by initiating such a conversation with me).

Peer Learning Group Participation
Each student will be part of a peer learning group that will meet weekly for part of the class time. In most cases, how well your group functions makes a tremendous difference in how much you get out of the class and how enjoyable the class is.

In the third or fourth week of the course, we will form groups of roughly three to four students. The purpose of these groups is to peer coach each other in your action inquiry projects. This means sharing your problems and ways of addressing them with each other, and providing challenging, concrete feedback to each other on your action inquiry projects. Group members will help each other through discussion, by sharing drafts of action inquiry papers, and collaboration on group case analysis (such as using the learning pathways grid method), and so on.

Because groups are so crucial in how you build your skills over the semester, if you are having problems within your peer learning group, it is critical that you address them immediately with your group. Sometimes, such problems provide the basis for good action inquiry cases. If you have problems that you feel you cannot solve within the group, contact me.

Paper Grading Rubric

Name:	Evaluation Rubric for writing competencies			
Performance dimension	Poor	Satisfactory	Good	Additional comments
Title & framing	No title. Writer's specific topic is not put into the context of a more general issue that others might also encounter	Title identifies the topic of paper. Specific topic is explicitly connected to more general issue, but not clearly or compellingly connected throughout the paper	Title identifies topic; uses creative or humorous elements to reader's attention Specific topic connects to general issue in clear and compelling way that readers can relate to	
Issue description – use of /data/examples	The issue description is unclear, does not include enough detail, or includes so much detail that the essential elements are unclear.	A few elements may be unclear, or the focus may be unclear, or needs more data	Issue is clearly and concisely stated, with relevant examples from experience to illustrate	
Concept knowledge/understanding	Concepts are not clearly described, or are described only in exactly the same language used in the readings. Description reveals lack of understanding of concept	Concepts are adequately described in writer's own words. Examples used are the same ones in the readings. Shows understanding of the concept	Concepts clearly described in writer's own words, using original examples. Demonstrates full understanding	
Concept applications	Concepts are not use, or are used incorrectly in reference to the situation, revealing lack of understanding	Concept appropriately applied to the problem or situation; application reveals the writer's accurate understanding of it.	Concepts creatively applied, generating key insights; revealing writer's complete grasp of concept & reading.	
Use of reading/literature	Sources of concepts are not fully cited; material from readings is not at all integrated into the paper	Sources are all correctly cited, and some ideas from the reading are integrated.	Ideas and quotes from readings integrated throughout the paper; extend analysis and understanding	
Discussion	Little or no discussion of what the writer	Some discussion of implications,	Writer learning so far is clearly	

	has learned, or what it means	but not in detail or clearly analyzed, or future agenda is not discussed.	identified, and important questions are identified	
Writing – mechanics, organization & flow	Multiple errors in spelling, usage or grammar, to the point of being distracting; flow hard to follow, no section headings	Mechanics generally correct; Flow of paper is clear, and transitions and headings are used to orient the reader	Writing is free of spelling, usage, grammar errors & typos; organization and flow are clear & compelling	

BUSPH Academic Support Resources

There are many support resources available to BUSPH students, including communication resources, a writing guide, academic support and a core course tutoring program. For more information, contact Mahogany Price at sphtutor@bu.edu.

Public Health Writing Program
The Public Health Writing Program is available to SPH degree candidates who would like to discuss planning a paper, organizing a paper, writing clearly, or other aspects of the writing process. The program is not an editing service and does not guarantee that the assistant will be knowledgeable about content of the paper.

For more information or to schedule an appointment, please visit the program's website: bu.edu/sph/writing. If you have any questions, please contact the Program Manager, Mahogany Price at sphwrite@bu.edu.

Presentation Skills Appointments
Presentation skill appointments are available to SPH degree candidates looking to practice presentations and receive feedback from a peer coach on slides, poster presentations, speech outlines, and/or oral communication skills!

For more information or to schedule an appointment, please visit the program's website: bu.edu/sph/present. If you have any questions, please contact the Program Manager, Mahogany Price at sphwrite@bu.edu.

BUSPH Writing Guide
BUSPH Writing Guide (bu.edu/sph/writing-guide). The Guide includes components like writing strategies, communicating data, word choice, writing as a team, resources for non-native English speakers, and finding and using resources. In addition, there are explanations of several specific types of public health writing, including literature reviews, policy memos, reflections, and critiques. This Guide is designed to be a starting point for students and save you from having to answer basic questions about style and formatting.

BUSPH Library Tutorials
Librarians from the BU Alumni Medical Library created BUSPH library tutorials, for students in the School of Public Health. The first is a brief overview of library resources followed by guidance on advanced searches using including PubMed, Web of Science, POPLINE, Google, etc. One this site you will also find tutorials on Mendelay and Zotero, which are free citation management programs, as well as on properly citing sources and avoiding plagiarism.

If you would like to make an appointment to meet with a librarian in person to get personalized assistance with a search you can contact them directly by email (refquest@bu.edu), phone (617 638-4228), or stopping by the reference desk on the 12th floor of the med school (Building L).