Learning Objectives

Learners will become equipped with the knowledge and competencies needed to lead productive, innovative clinical or research teams in an Academic Health Center. Upon completion of the course, learners will be able to:

- identify and leverage their own leadership style;
- explain different strategies toward constituting teams to attain outcomes and identify necessary considerations in constituting multi-disciplinary teams;
- apply time management and personal productivity techniques;
- select optimum project management plans and develop an actionable plan in an area of their work;
- distinguish between individual contributor and team manager roles, and generate a realistic resource plan;
- differentiate between the mentee and the mentor role, and formulate plans preparing them to act in both capacities;
- recognize the competencies necessary for effective teaching and learning;
- identify when to employ strategies for creative thinking, and how to facilitate and leverage innovation;
- understand the metrics and mechanisms that factor into their evaluations, scholarly activity, and funding opportunities.

Schedule of Classes:

**January 4th:** Leadership style; Myers-Briggs:

Take MBTI [www.humanmetrics.com](http://www.humanmetrics.com)

**January 9th:** Debrief MBTI

**January 11th:** Leadership Styles

Bill George, *Authentic Leadership* “What is Your Life Story?”

**January 16th:** NO Class University closed for Martin Luther King Day

**January 18th:** *True North*

**January 23rd:** Individual Presentations: Telling Your Leadership Story
January 25th: Constituting teams /Multi-disciplinary teams;

“Promoting Collaboration and Teamwork”, Successful Manager’s Handbook, Previsor, 2004


January 30th: Application Exercise: Grass Root Leadership

February 1st: Teamwork

Lencioni, Dysfunction of a Team

Buckingham and Coffman, First Break All the Rules, 1999

February 6th: Individual contributor and team manager roles

Recommended:


February 8th: Time management and personal productivity techniques

February 13th: Application Exercise: Identify and create plan for adoption

February 15th: Project management planning

Kloppenborg, Timothy. “Introduction to Project Management” in Project Management

February 20th: Application: actionable plan in an area of their work;

February 22nd: Application: actionable plan in an area of their work;

February 27th: Mentee and Mentor Roles

February 29th: Effective teaching and learning


**March 5th:** Effective teaching and learning

**March 7th:** Creative thinking / leverage innovation


Recommended reading:


**March 12th:** Evaluations, scholarly activity, and funding opportunities

**March 15th:** Final Project Due

**Evaluation:**

**Participation:**  20%

Participation is not defined simply as providing an opinion, but both verbal and written demonstration of preparedness of the assignment.

**Peer Review and Feedback:**  20%

This course relies upon practicing giving, and becoming comfortable receiving, feedback and input from others. Fellow students constitute a team gathered to achieve a specific purpose.

**Reaction/Application Assignments:**  20%

**Final Project:**  20%

This product is identified in collaboration with the student, and must have pre-approval of the professor. The product is meant to have practical application, but also represent an activity that symbolizes forward growth in one of the identified competencies.

**Exam:**  20%

(Readings and Lectures)