

Course Change Request

Indiana University

IUPUI

Campus

Check Appropriate Boxes: Undergraduate credit [] Graduate credit [x] Professional credit []

1. School/Division Nursing
2. Academic Subject Code Nurs
3. Current Course Number D751
4. Current Credit Hours 3
5. Current Title Leadership in Complex Systems
6. Effective Semester/Year for changes listed below: Sum 2010
7. Instructor: TBA

Type of Change Requested (Check appropriate boxes and indicate changes)

8. Change course number to: (must be cleared with University Enrollment Services)

9. Current course title: Leadership in Complex Systems
Change to: Relationship-centered Leadership in Complex Systems
Recommended abbreviation (optional)

10. Current credit hours fixed at: 3 or variable from: (Limited to 32 Characters including spaces)
Change to credit hours fixed at: or variable from: to

11. Current lecture contact hours fixed at: or variable from: to
Change to lecture contact hours fixed at: or variable from: to

12. Current non-lecture contact hours fixed at: or variable from: to
Change to non-lecture contact hours fixed at: or variable from: to

13. Is this course currently graded with S-F (only) grades? Yes No [x]
Change to S-F (only) grading? Yes No [x]

14. Does this course presently have variable title approval? Yes ? No
Is variable title approval being requested? Yes ? No

15. Is this course being discontinued? For all campuses or for this campus only

16. Current course description Analysis and evaluation of theories and research that bear on leadership in complex systems. Leadership is explored in the complex system domains education, healthcare, research, informatics, and public policy. Core competencies and strategies for leadership effectiveness are examined and evaluated.

Change course description to (not to exceed 50 words) Analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex systems domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

17. Justification for change Update of theory/Leadership in Complex Systems
(Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library?

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 2/19/09
Department Chairman/Division Director

Approved by: [Signature] Date 2/19/09
Dean

Dean of Graduate School (when required)

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

INDIANA UNIVERSITY SCHOOL OF NURSING

Indianapolis Campus

D751 Relationship-centered Leadership in Complex Systems

Course Syllabus

Fall Semester

[| Course information](#) | [Faculty](#) | [Description](#) | [Course competencies](#) | [Course Content](#) [Required text](#) | [Required readings](#) | [Supplemental resources](#) | [Teaching strategies](#) | [Evaluation and Grading](#) | [Special needs](#) |

Course information

- Credit hours: 3 credits
- Placement in curriculum: admission to the PhD and/or DNP program or faculty permission
- Pre-requisites: none
- Co-requisites: none

Faculty

TBA

Course Description

Analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

Course competencies

This course assumes (a) that leadership is a transactional process whereby both the formally designated leader and the emergent leader influence others in order to achieve both individual and institutional goals, (b) that all doctorally-prepared healthcare professionals will be expected to function as leaders, and (c) that the process will involve interaction and engagement between and among individuals who are informed by attributes/competencies, environmental influences, team relationships, organizational culture, strategic planning and achievement of performance outcomes. Core competencies such as self-knowledge, strategic vision, risk taking and creativity, effective engagement, and inspiring and leading change will be discussed in terms of how they play out within complex systems. In this course, students will be expected to:

- Evaluate key leadership theories and themes
- Appraise personal leadership profile through ongoing reflective analysis
- Demonstrate effective engagement with others through the use of contemporary leadership strategies, such as conscious awareness processes, action inquiry, systems thinking, and others
- Synthesize internal and external sources of knowledge to effectively shape meaningful leader behavior/s.
- Examine the processes and strategies used to effectively lead in the following complex systems domains – health services, education, research, informatics, and public policy.

Course Content:

Complex Systems Defined

Contemporary Leadership Theories

Relationship-centered Leadership

Relationship with self (reflective analysis, self knowledge, evolving professional development)

Relationships with others including groups and communities

Interprofessional relationships

Academic/Service Partnerships

Relationship-building Strategies

Systems Thinking

Communication

Collaboration

Accessibility, Accountability and Credibility

Engaging stakeholders and constituents

Conflict resolution

Valuing diversity

Action Inquiry

Shared Visioning and Strategic Planning

Effective Governance and Decision-making

Leading Sustained Change, Innovation, and Improvement
Advancing New Knowledge
Leadership Ethics
Organizational Culture

Required Text/s

- Bolman, L.G. & Deal, T.E. (2008). *Reframing organizations: artistry, choice, and leadership*. (4th ed.). San Francisco: Jossey-Bass.
- George, B. (2007). *True North: Discover Your Authentic Leadership*. San Francisco, CA: Jossey Bass
- Northouse, P.G. (2007). *Leadership. Theory and Practice* (4th edition). Thousand Oaks, CA: Sage Publications.
- Torbert, B. (2004). *Action Inquiry: The secret of timely and transforming leadership*. San Francisco, CA: Berrett-Koehler.

Supplemental Resources

- _____ (2005). *Academic leadership in nursing: making the journey*. Washington, DC: American Association of Colleges of Nursing.
- American Nurses Credentialing Center (2008). *Application manual: Magnet Recognition Program*. Silver Spring, MD: author.
- Allan, G. (1999). *Resource handbook for academic deans*. Washington, DC: American Conference of Academic Deans (ACAD).
- American Academy of Nursing. (2003). *Proceedings of the American Academy of Nursing conference on using innovating technology to decrease nursing demand and enhanced patient care delivery*. *Nursing Outlook*, 51, S1-S41.
- Aroian, J. (2002). Leader as visionary. *Nursing Leadership Forum*, 7, 53-56.
- Buckingham, M., & Coffman, C. (1999). *First, break all the rules*. New York: Simon and Schuster.

- Carter, L., Nelson, J. L., Stevers, B. A., Dukek, S. L. Pipe, T. B., & Holland, D. E. (2008). Exploring a culture of caring. *Nursing Administration Quarterly*, 32 (1): 57-63.
- Chemers, M. M. (1997). *An integrative theory of leadership*. Mahwah, NJ: Lawrence Erlbaum.
- Cook, M. (2001). The attributes of effective clinical nurse leaders. *Nursing Standard*, 15(35), 33-36.
- Collins, J. (2002). *Good to great*. New York: HarperCollins Publishers.
- Collins, J. (2005). *Good to great and the social sectors*. Boulder: Jim Collins.
- Cooperrider, D. & Whitney, D. (2005) *Appreciative Inquiry: A positive revolution in change*. Berrett-Koehler: San Francisco.
- Covey, S. (1990). *Seven habits of highly effective people*. New York: Simon and Schuster.
- Dienemann, J. (2002). Leader as achiever. *Nursing Leadership Forum*, 7, 63-68.
- Drenkard, K. N. (2004). The clinical nurse leader: A response from practice. *Journal of Professional Nursing*, 20, 89-96.
- Duffy, J. (2009). *Quality caring in nursing: Applying a middle range theory to clinical practice, education, and leadership*. New York, NY: Springer Publishing.
- Eisler, R. (2007). *The real wealth of nations*. San Francisco, CA: Berrett; Koehler Publishers, Inc.
- Fagin, C. (2000). *Essays on nursing leadership*. New York: Springer Publishing.
- Feldman, H. R. & Greenberg, M. J. (eds.). (2005). *Educating nurses for leadership*. New York: Springer Publishing.
- Frank, B. (2002). Leader as expert. *Nursing Leadership Forum*, 7, 57-62.
- Fralic, M. (1999). Nursing leadership for the new millennium: Essential knowledge and skills. *Nursing and Health Care Perspectives*, 20, 260-265.
- Gardner, H. (2004). *Changing minds: the art and science of changing our own and other people's minds*. Cambridge: Harvard Business School Press.

- Gardner, H. & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
- Grey, M., & Connolly, C. A. (2008). "Coming together, keeping together, working together": Interdisciplinary, to transdisciplinary research and nursing. *Nursing Outlook*, 56 (3): 102–107.
- Grossman, S. & Valiga, T. (2000). *The new leadership challenge. Creating the future of nursing*. Philadelphia: F. A. Davis.
- Haynor, P. (2002). Leader as communicator. *Nursing Leadership Forum*, 7, 77-82.
- Havens, D., Wood, S. O., & Leeman, J. (2006). Improving nursing practice and patient care: Building capacity with appreciative inquiry. *Journal of Nursing Administration*, 36 (10): 463–470.
- Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Harvard University Press.
- Hesselbein, F., & Goldsmith, M. (Eds.). (1999). *Leading beyond the walls*. San Francisco: Jossey-Bass.
- Huber, M. T., Hutchings, P., Gale, R., Breen, M., & Miller, R. (2007). Leading initiatives for integrative learning. *Liberal Education*, 93 (2), 57–60.
- Institute of Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.
- Institute of Medicine. (2004). In K. Adams & A. C. Greiner (eds.), *The 1st annual crossing the quality chasm summit: A focus on communities*. Washington, DC: The National Academies Press.
- Jacobs, J. A. & Gerson, K. (2004). *The time divide. Work, family, and gender inequality*. New York: Harvard University Press.
- Jennings, B. M. (2004). The intersection of nursing administration research and health services research. *Journal of Nursing Administration*, 34, 213-215.
- Kastor, J. A. (2004). *Governance of teaching hospitals. Turmoil at Penn and Hopkins*. Baltimore: The Johns Hopkins University Press.

- Kenner, C., Androwich, I., & Edwards, P. (2003). Innovative educational strategies to prepare nurse executives for new leadership roles. *Nursing Administration Quarterly*, 27, 172-179.
- Kohles, M. K., Baker, Jr., W. G., & Donaho, B. A. (1995). *Transformational leadership. Renewing fundamental values and achieving new relationships in health care*. Chicago: American Hospital Publishing.
- Lemire, J. A. (2002). Leader as critical thinker. *Nursing Leadership Forum*, 7, 69-76.
- Lemire, J. A. (2002). Preparing nurse leaders: A leadership education model. *Nursing Leadership Forum*, 7, 47-52.
- Lindberg, C, Nash, S, and Lindberg, C. (2008). *On the Edge: Nursing in the Age of Complexity*. Plexus Press: Bordentown NJ
- March, J.G. (1988). *Decisions and organizations*. Oxford: Basil Blackwell, Ltd.
- March, J. G. (1994). *A primer on decision making: how decisions happen*. New York: The Free Press.
- Mathena, K. (2002). Nursing manager leadership skills. *Journal of Nursing Administration*, 32, 136-142.
- Maxwell, J. C. (2002). *Leadership 101: What every leader needs to know*. Nashville, TN: Nelson Books.
- McBride, A. B. (comp.). (2000). *Nursing & philanthropy. An energizing metaphor for the 21st century*. Indianapolis: Sigma Theta Tau International.
- McBride, A. B. (in press). Nursing and the informatics revolution. *Nursing Outlook*.
- McDaniel, C. & Wolf, G. A. (1992). Transformational leadership in nursing service. A test of theory. *Journal of Nursing Administration*, 22, 60-65.
- McDaniel, E. A. (2002). Senior leadership in higher education: An outcomes approach. *Journal of Leadership & Organizational Studies*, 9(2), 80-88.
- National Advisory Council for Nursing Research. (2003). *Research themes for the future*. <http://ninr.nih.gov/ninr/research/themes.doc>.

- National Advisory Council on Nurse Education and Practice. (1997). *A national informatics agenda for nursing education and practice*.
<http://bhpr.hrsa.gov/nursing/nacnep/informatics.htm>.
- Newbergh, C. (2005). The Robert Wood Johnson Foundation's commitment to nursing. In S. L. Isaacs & J. R. Knickman (eds.), *To improve health and health care*, Vol. VIII, 73-98. San Francisco: Jossey-Bass
- Newbold, S. K., Kuperman, G. J., Bakken, S., Brennan, P. F., Mendocna, E. A., Park, H-A., & Radenovic, A. (2004). Information technology as an infrastructure for patient safety: Nursing research needs. *International Journal of Medical Informatics*, 73, 657-662.
- O'Connor, M. & Walker, J. K. (2003). The dynamics of curriculum design, evaluation, and revision: Quality improvement in leadership development. *Nursing Administration Quarterly*, 27, 290-296.
- Olson, E.E., Eoyang, G.H., Beckhard, R. and Vaill, P. (2001). *Facilitating Organization Change: Lessons from Complexity Science*. San Francisco, CA: Jossey Bass.
- Pearce, C. L. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executives*, 18 (1): 47-57.
- Presser, H. B. (2003). *Working in a 24/7 economy: Challenges for American families*. New York: Russell Sage Foundation.
- Porter-O'Grady, T., & Malloch, K. (2003). *Quantum leadership: A textbook of new leadership*. Sudbury, MA: Jones and Barlett.
- Reeves, S., & Lewin, S. (2004). Interprofessional collaboration in the hospital: Strategies and meanings. *Journal of Health Services Research and Policy*, 9, 218-225.
- Ropers-Hillman, B. (Ed.). (2003). *Gendered futures in higher education*. State University of New York Press.
- Safran, D. G., Miller, W., & Bechman, H. (2006). Organizational dimensions of relationship-centered care. *Journal of General Internal Medicine*, 21 (S1): S9-S15.
- Sanders III, J. E., Hopkins, W. E., & Geroy, G. D. (2003). From transactional to transcendental: Toward an integrated theory of leadership. *Journal of Leadership & Organizational Studies*, 9(4), 21-32.
- Schlitz, M. M., Vieten, C., & Amorok, T. (2007). *Living deeply: The art and science of transformation in everyday life*. Oakland, CA: New Harbinger Publications, Inc.

- Scoble, K. B. & Russell, G. (2003). Vision 2020, Part I: Profile of the future nurse leader. *Journal of Nursing Administration*, 33, 324-330.
- Scharmer, O.C. (2007). *Theory U: Leading from the future as it emerges*. Cambridge, MA: Society for Organizational Learning.
- Secretan, L. (1997). *Reclaiming higher ground: Creating organizations that inspire the soul*. Ontario, Canada: The Secretan Center.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- Senge, P., Scharmer, C.O., Jawarski, J., & Flowers, B.S. (2004). *Presence: Human purpose in the field of the future*. Society of Organizational Learning (SOL) Doubleday: New York.
- Sherwood, G. (2006). Appreciative leadership: Building customer-driven partnerships. *Journal of Nursing Administration*, 36 (12): 551-557
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- Tourangeau, A. E. (2004). Measuring leadership practices of nurses using the Leadership Practices Inventory. *Nursing Research*, 53, 182-189.
- Tucker, A. (1999). *The academic dean: Dove, dragon and diplomat*. Phoenix, AZ: Oryx Press.
- Vance, C. (2002). Leader as mentor. *Nursing Leadership Forum*, 7, 83-90.

- Watts, N. J. (1997). *The adventurous years: Leaders in action 1973-1993*. Indianapolis: Sigma Theta Tau International.
- Welch, J. & Welch, S. (April 4, 2005). How to be a good leader. *Newsweek*, 45-48.
- Wheatley, M. (2005). *Finding our way: Leadership for an uncertain time*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Wheatley, M. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed). San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Wildavsky, A. & Caiden, N. (2003). *The new politics of the budgetary process*. 5th Ed. New York: Longman.
- Wolf, G. A. (1990). Promoting executive hardiness. *Journal of Nursing Administration*, 20, 10-11
- Woltring, C., Constantine, W., & Schwarte, L. (2003). Does leadership training make a difference? The CDC/UC Public Health Leadership Institute: 1991-1999. *Journal of Public Health Management and Practice*, 9, 103-122.
- Wright, K., Hann, N., McLeroy, K. R., Steckler, A., Matulionis, R. M., Auld, M. E., Lancaster, B., & Weber, D.L. (2003). Health education leadership development: A conceptual model and competency framework. *Health Promotion Practice*, 4, 293-302.
- Wright, K., Rowitz, L., & Merkle, A. (2001). A conceptual model for leadership development. *Journal of Public Health Management Practice*, 7(4), 60-66.
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- Zerhouni, E. (October 3, 2003). The NIH roadmap. *Science*, 302, 63-72. Available on line: <http://www.sciencemag.org/feature/plus/nihroadmap.pdf> .

Web Sites: Examples of resources to be accessed for learning purposes

American Conference of Academic Deans (ACAD): <http://www.acad-edu.org>.

American Governance and Leadership Group: <http://www.americangovernance.com>.

Healthcare Leadership Council (HLC): <http://www.hlc.org>.

Institute of Medicine: <http://www.iom.edu>

Long Term Care Nursing Leadership and Management:

<http://ltnurseleader.umn.edu/resource.html>.

National Business Coalition on Health: <http://www.nbch.org>

Nursing Leadership Institute: <http://www.fau.edu/nli/about.html>.

Society for Human Resource Management (see particularly materials on value of diversity):

<http://shrm.org>

The Business Forum: <http://www.bizforum.org> (see particularly whitepaper on the Balanced Scorecard)

The Institute for Nursing Healthcare Leadership:

<http://home.caregroup.org/templatesnew/departments/CG/INHL>

The Leadership Challenge Web Site: <http://www.josseybass.com/WileyCDA/Section/id-9638.html>.

Links to decision making information and tools:

http://www.mindtools.com/pages/main/newMN_TED.htm Business oriented site?lots of information and links to decision making tools

http://www.managementhelp.org/prsn_prd/decision.htm Information on various management topics, including decision making

<http://www.sjdm.org/> Society for Judgment and Decision Making?links to their journal?can access full text articles from the first volume

<http://www.virtualsalt.com/crebook5.htm> Interesting introduction to decision making

Links to leadership and complex systems:

<http://web.mit.edu/sdg/www/D-4620-2.Leadership.Weeks> Lecture on leadership in a changing society

http://www.dau.mil/pubs/dam/05_06_2006/ree_mj06.pdf Article on leadership and systems thinking

<http://www.goalsys.com/systemsthinking/> Set of articles on systems thinking, complex systems, and leadership

http://www.liv.ac.uk/ccr/2005_conf/subject_areas/mngt_files/papers/PublicLeadershipEtc.pdf Article on public leadership and complex systems

http://www.plexusinstitute.org/edgeware/archive/think/main_filing2.html article on leadership innovations in complex systems

Teaching strategies

- **Discussion**
- **Required and Supplemental Readings**
- **Required Learning Activities**

Evaluation and Grading

Reflective Analysis of Leadership Skills – ongoing reflective analysis of leadership strengths and challenges; using this growing self-knowledge, begin to construct an integrated profile of engaged leadership in a complex system. Weekly journal entries culminating in an analysis of evolving leadership capacity (using what you have learned in the course including engagement with self and faculty, peers and mentor), and future goals related to ongoing leadership development.

Leadership Ethics Case Study - Select one of the leadership ethics case studies (13.1, 13.2, or 13.3) presented in Northouse, pgs. 319 - 323. Briefly answer the questions associated with the case study you have selected

Analysis of Organizational Culture – complete a brief analysis of the culture in your current organization, addressing shared history, symbols, rituals and ceremonies, language and dress, overt and implicit norms of behavior, paying particular attention to the nature of relationships.

Leadership Paper – using one of the systems domains as a background, choose a leadership strategy to effect change/ innovation/improvement or advance new knowledge. Include a

relevant review of the literature on the nature of the problem or desired change, including its importance/significance. Clearly describe the method/s for implementation (who, what, when, where) and address how you would ensure that all opinions and ideas were heard. Incorporate how you would evaluate its success and ensure sustained change. Write a 15 page paper using the format of a professional journal (of your choice).

Course Participation	30%
Reflective Analysis of Leadership Skills	20%
Analysis of Organizational Culture	10%
Leadership Ethics Case Study	10%
Leadership Concept Paper	30%
TOTAL	100%

Grading Scale (IUPUI CAMPUS SCALE)

A+=	97-100
A =	93-96.99
A- =	90-92.99
B+ =	87-89.99
B =	83-86.99
B- =	80-82.99
C+ =	77-79.99
C =	73-76.99
C- =	70-72.99
D+ =	67-69.99
D =	63-66.99
D- =	60-62.99
F =	0-59.99

Academic Integrity:

This course complies with Indiana University School of Nursing policies and standards, and

those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*:
<http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at 274-3241. The office is located in CA 001E.

Note About Inclement Weather:

In case of inclement weather the university may need to cancel classes. An announcement will be made on many Indianapolis TV and radio stations. You can also get information about the campus closing by dialing 317-278-1600. If classes are canceled, the School of Nursing will also cancel classes. If you live in a county that has declared a "Snow Emergency" do not try to come to class whether the campus closes or not. Use your best judgment: if you feel it is dangerous for you to drive, stay home.