HPEM 6340	Leadership Foundations and Strategies for Health Organizations	Credit Hours: 3

Semester:	Spring	**Year:**	2026
Class Days/Times:	Online with once a month optional synchronous zoom sessions during lunch (TBD)	**Class Location:**	Online

Instructor of Record: Gerald (Jerry) Ledlow, Ph.D., MHA, FACHE,   Professor
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Course Description: This course examines the dynamic nature of leadership in the healthcare and public health context utilizing organizational theory and behavior models. This course uses foundational leadership concepts to develop leadership applications and processes, such as leadership assessment (individual and team), communication improvement, strategic planning, decision making alignment, employee enhancement and knowledge management for use in creating and maintaining an organizational culture that can thrive within its external environment while improving organizational efficiency, effectiveness and efficacy within moral parameters.

Prerequisite: None.   **Co-requisite:** None

Student Learning Outcomes (SLO or "course objective"): Upon successfully completing this course, the student will be able to:
- Discuss and explain foundations of leadership from various theorists and develop a personal leadership model.
    - Leadership Model Paper (LMP) | Discussion (Module 3) and Quiz
    - MHA PLO A1, B1, C4, E2
    - MPH CEPH foundational competency 16 & 17
- Discuss and explain how leaders use leadership tools such as strategic planning, to create a successful environment and ensure organizational performance for their organizations.
    - Discussion Module 5 and Quizzes
    - PLO A1, A7, A8, A10, B1, B2, B3, C3, C4, C6, E1
    - MPH CEPH foundational competency 16 & 17
- Apply leadership and managerial perspectives and appropriate leadership styles to various situations understanding that people are led and resources are managed.
    - Discussion Module 7 and Quizzes
    - PLO A1, A3, C3, C4, C5, C6, D2, E2
    - MPH CEPH foundational competency 16 & 17

- Describe how individuals are motivated to perform effectively, the importance of understanding power, sources of power, and the use of power and politics in leadership and management activities.
    - Discussion Module 10 and Quizzes
    - PLO B2, B3, C4, C5, C6, E1, E2
    - MPH CEPH foundational competency 16 & 17
- Discuss the process of leadership as it applies to organizational culture within the context of cultural understanding and development, leadership strategy execution, and managing within complex organizations.
    - Discussion Module 12 and Quizzes
    - PLO A1, B1, C1, C4, C5, C6, E1
    - MPH CEPH foundational competency 16 & 17

Course Assessment/Methods of Evaluation:
Note: Course Grade Scale (points): A: 90-100, B: 80-89.99, C: 70-79.99, F: < 70 points

Five (5) Discussion Forum Posts (4% of grade each)	20% of grade
Fifteen (15) Quizzes (3% of grade each)	45% of grade
Leadership Model Paper (LMP) Project	35% of grade
Total	**100% of course grade**

Required Textbook:

Gerald R. Ledlow, Michelle Bosworth, and Thomas Maryon. Leadership for Health Professionals: Theory, Skills and Applications. (4th edition). Jones and Bartlett Publishers, Inc: Sudbury, Massachusetts.

ISBN-13: 978-1284254785 | *Purchase either a paper copy or an e-copy of the book*.

Other Required Readings as assigned by the Instructor.

Course Content by Week:

Schedule	Assigned Readings and Elements
Week 1 (All Weeks are On-Line) • **Module 1** • Leadership Thought and Determining Your Own Leadership Style • Weekly Quiz (2) • Assign Leadership Model Paper	Read: Textbook Chapters 1 and 2 Review: Chapter 1 and 2 Slides Assess: Complete/Do Chapter 1 Quiz & Chapter 2 Quiz Do: Leadership Model Paper **LMP** Due last week of course; Please read the assignment description and requirements in the syllabus; Rubric is at the end of the syllabus. Do: Leadership Model Paper (**LMP**) Dynamic Culture Leadership Assessment (Take the One Supervisor Assessment -see bottom tabs, Organizational information is not required)
Week 2 • **Module 2** • Today's Health Leadership Challenges and What is Theory? • Weekly Quiz (2) • Optional Synchronous Online Session (Will be announced and posted in the course)	Read: Textbook Chapter 3 and Appendix A Review: Chapter 3 and Appendix A Slides Assess: Complete/Do Chapter 3 Quiz and Appendix A Quiz Scan: Theory Short Paper Locke Example
Week 3 • **Module 3** • Chronology of Leadership Study and Practice • Weekly Quiz (1) • Discussion Forum: Discuss and explain the foundations of leadership from various theorists' perspectives	Read: Textbook Chapter 4 Review: Chapter 4 Slides Assess: Complete/Do Chapter 4 Quiz Do: **LMP** Machiavelli IV Assessment Complete/Do: Discussion Forum for the next two weeks

that you found most interesting?	
Week 4 - **Module 4** - Leadership Competence I: Professional Competencies and Personal Skills and Responsibilities - Weekly Quiz (1) - Discussion Forum: Finish from last module	Read: Textbook Chapter 5 Review: Chapter 5 Slides Assess: Complete/Do Chapter 5 Quiz Complete/Do: Finish Discussion Forum from the last module Do: **LMP** Conflict Management Style Assistant Assessment
Week 5 - **Module 5** - Leadership Competence II: Application of Skills, Tools, and Abilities - Weekly Quiz (1) - Discussion Forum: Discuss and explain how leaders use leadership tools such as strategic planning, to create a successful environment and ensure organizational performance for their organizations.	Read: Textbook Chapter 6 Review: Chapter 6 Slides Assess: Complete/Do Chapter 6 Quiz Scan: Acclaro Planning Manual Complete/Do: Discussion Forum for the next two weeks
Week 6 - **Module 6** - Leadership Assessment and Research: Individual, Team, and	Read: Textbook Chapter 7 Review: Chapter 7 Slides Assess: Complete/Do Chapter 7 Quiz Complete/Do: Complete Discussion Forum from last module

Organization • Weekly Quiz (1) • Discussion Forum: Complete from last module • Synchronous Online Session (Will be announced and posted in the course)	
Week 7 • **Module 7** • Leadership Models in Practice • Weekly Quiz (1) • Discussion Forum: Discuss how you apply leadership and managerial perspectives and appropriate leadership styles to various situations understanding that people are led and resources are managed; what are your thoughts on this topic?	Read: Textbook Chapter 8 Review: Chapter 8 Slides Assess: Complete/Do Chapter 8 Quiz Do: **LMP** Reframing Leadership and Management in Organizations Assessment Complete/Do: Discussion Forum for the next two weeks
Week 8 • **Module 8** • Business Models, Ethics and the Law for Leaders • Weekly Quiz (1) • Discussion Forum: Complete from last module	Read: Textbook Chapters 9 and 10 Review: Chapter 9 and 10 slides Assess: Chapter 10 Quiz (There is not a Chapter 9 Quiz) Complete/Do: Complete Discussion Forum from the last module Scan: CaT Overview, Island Health Case Study, and GREaT System Hazard Assessment (not a personal assessment)

Week 9 • **Module 9** • Measuring the Outcomes of Leadership Initiatives and Essential Leadership Knowledge in Health Quality and Safety • Weekly Quiz (2) • Leadership Model Paper: Develop initial concept, thoughts and ideas for paper	Read: Textbook Chapters 11 and 12 Review: Chapter 11 and 12 slides Assess: Chapter 11 Quiz and Chapter 12 Quiz Do: Leadership Model Paper (LMP), Develop initial concept, thoughts and ideas for paper; Utilize the Leadership System Template for assistance
Week 10 • **Module 10** • Complexity, Speed, and Change: Leadership Challenges for the Next Decade and Leadership and Advocacy: Complementary Roles to Create Change • Weekly Quiz (1) • Discussion Forum: Discuss and describe from your perspective, how individuals are motivated to perform effectively, the importance of understanding power, sources of power, and the use of power and	Read: Textbook Chapters 13 and 14 Review: Chapter 13 and 14 Slides Assess: Chapter 14 Quiz (There is not a quiz for Chapter 13) Scan: Synthesis of Models the Leadership and Manager Time Assessment Complete/Do: Discussion Forum for the next two weeks Do: Leadership Model Paper: Refine and finalize initial concept, thoughts and ideas for paper with support for your leadership model

politics in leadership and management activities. What are your thoughts? • Leadership Model Paper: Refine and finalize initial concept, thoughts and ideas for paper with support for your leadership model • Synchronous Online Session (Will be announced and posted in the course)	
Week 11 • **Module 11** • Leading Nonperforming Employee: Leadership Responsibility and The Health Leader, Information, Decisions, and Creating a Knowledge Culture: The 4 Ps of Health Analytics Adoption • Discussion Forum: Complete Discussion Forum from the last module • Leadership Model Paper: Draft self-assessments (4 and more if you added	Read: Textbook Chapters 15 and 16 Review: Chapter 15 and 16 Slides Assess: There are no quizzes in this module Do: Complete Discussion Forum from the last module Do: Leadership Model Paper: Draft self- assessments (4 assessments and more if you added more; more than 4 not required) information in the paper and integrate with your model

more; more than 4 not required) information in the paper and integrate with your leadership model	
Week 12 • **Module 12** • Leadership in the Healthcare Payer Ecosystem • Weekly Quiz (1) • Discussion Forum: Discuss the process of leadership as it applies to organizational culture within the context of cultural understanding and development, leadership strategy execution, and managing within complex organizations. • Leadership Model Paper: Continue to work on your model and paper	Read: Textbook Chapter 17 Review: Chapter 17 Slides Assess: Chapter 17 Quiz Scan: Real Reform *Hospital Topics* article Do: Discussion Forum for the next two weeks Do: Leadership Model Paper: Continue to add support to your model and integrate your self-assessment information into the paper
Week 13 • **Module 13** • Responsibilities of Mentorship and Succession Planning • Weekly Quiz (1) • Discussion Forum: Complete Discussion Forum from the last	Read: Textbook Chapter 18 Review: Chapter 18 Slides Assess: Chapter 18 Quiz Scan: Leadership System Template Do: Complete Discussion Forum from the last module Do: Leadership Model Paper: Continue to add support to your model and integrate your self-assessment information into the paper; Leadership System Template can be utilized as appendix for your personal action to implement your leadership model in your professional career

module • Leadership Model Paper: Continue Work on the Paper	
Week 14 • **Module 14** • **Finish all required reading, quizzes, etc… for the course.** • **Leadership Model Paper: Complete Full Solid Draft of the Paper** • Synchronous Online Session (Will be announced and posted in the course)	Read: Any Remaining assigned readings Review: Any Slides from Chapters Assess: Complete any quizzes remaining Do: Leadership Model Paper: Complete a full solid draft of the paper
Week 15 • **Module 15** • **Leadership Model Paper: Complete Paper**	Do: Leadership Model Paper completion and submission by due date.
Course Concludes	
15 Week online course • concludes	

Assignments:

Discussion Forum Posts: Students are required to post a response to the question posted by the instructor. The instructor will post the question at least a week in advance of the due date. A thorough response is typically 300 to 400 words which includes a **minimum of one outside source**. This source cannot be in the form of a newspaper, TV, or magazines and requires proper citation/reference. Your required textbook can be used but will not count as the external source. In addition to your required post, **you must also read and respond to one other student's response.** This response may not be "I agree or disagree" but rather a thought-out response/analysis based on some reliable source. You must always cite your source used on your original response and in the response to the other student. **For Discussion Forum Questions, use a model, or theory, or framework to provide insights into discussion questions that require appraisal, evaluation, assessment, comparison, etc… (analysis and critical thinking) in the question. The models, theories, and frameworks suggested for discussion forums should be from the textbook or a cited/referenced source.** A general rubric

is at the end of the syllabus. The five discussion forums will be graded based on the provided rubric at the end of the semester or after the last discussion forum due date has passed.

Quizzes: You will have fifteen quizzes in the course; quizzes will be over specific textbook chapters as assigned. Note that there are more than fifteen chapters in the textbook so select chapters, mostly in the first half of the course as a foundation, are selected for your assessment in the form of a quiz. This is instead of a large mid – term and/or final examination. It will be a multiple choice and true/false quiz covering the chapter of the textbook assigned in the course and please pay attention to due dates. Normally, there will be between 15 - 30 questions. You will be given between 15 – 35 minutes or more to complete each quiz depending on the number of questions.   It is strongly recommended to review and study the chapter slides prior to taking the corresponding chapter quiz.

Leadership Model Paper: The student will write a paper of at least 7 pages but not to exceed 10 pages (12 point font, Times New Roman or Arial or Calibri, double spaced including end note full references; **references and appendices, such as a graphic for your model can exceed the 10 page maximum limit**) and develop *a personal application based leadership model* **within a health and/or public health context** using theories, models and/or applications from the textbook that was presented in the first 8 chapters of the textbook and support your personal leadership model; if possible, connections to some aspect of the Dynamic Leadership Culture Model should be included. This paper must explicitly integrate and reference at least 8 sources over and above the textbook (additional material or support of textbook material). **This paper is due the last week of the course on Wednesday at noon Central Time or earlier. The paper must show (a graphic or figure may be helpful) and discuss the main tenets/principles of the leadership model paper with supporting evidence from the literature and textbook. It can be a simple model that focuses on one or two constructs (such as communication, motivating others, planning, goal setting, etc….).**

Important: Self-Assessment Analyses and Summary activities will be assigned during the course and listed with LMP in the weekly tasks, *use the Dynamic Culture Leadership Assessment* **One Supervisor (organizational elements not required), The** *Machiavelli Assessment***, the** *Conflict Management Assessment***,** *and the Bolman & Deal Reframing Organizations Assessment* **and combined with other assessments of the student's choice where each analysis and summary in the Leadership Model Paper should highlight the:**
1) Main findings and scores **of the assessment(s),**
2) The major points and tenets of your dominate style or domain, and
3) The student should *relate content of the theory or model used for self- assessment to appropriate leadership models, theories or principles within the context of their leadership model paper***.**

In essence, build in the personal assessments during the course to inform your personal leadership model. Lastly, the leadership model paper should also include a single page action plan in table format for developing your leadership skills over the next 12 months as an appendix. A Template is included in the course.

Other Class Policies:
Late Assignments:
Late assignments will be accepted but deductions will be reflected in the grade. For each day the assignment is late, 5% will be deducted from the total score. The instructor has the discretion to alter this policy in the

event of an emergency or illness if the student notifies the instructor in a timely manner. In this event, documentation may be required.

Academic Honesty:
Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Cheating
Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:
- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism
Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:
- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.

Use of Artificial Intelligence

- UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research.

You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Artificial Intelligence is not permitted in this course at all

- I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Note: The Instructor retains the right to change this syllabus to enhance the learning environment.

Rubric for Discussion Board Posts follow:

DISCUSSION BOARD POSTINGS
GRADING CRITERIA

The purpose of the discussion board in an online course is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, I will expect you to share ideas you have gained from the literature noting the source and interpreting into your own words. I will also expect that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. I do not care if you use big words or a lot of words (remember, the world values parsimony), but I am eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for health care delivery systems. The following information will give you some guidelines and allow you to see thinking processes we will use to assign a grade to the discussion board exercises at the end of the course. Table rubric follows:

CRITERIA/POINTS	1	2	3	4	5
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.		midpoint		Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited.		midpoint		Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). At least one external relevant reference cited; cited reference(s) are appropriate and indicative of the best knowledge on the topic.
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader friendly.		midpoint		Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of health care delivery as a scholarly community but is presented in a clear, enlightening, and engaging way.
Punctuality and timeframes	Posting is late leaving little opportunity for student colleague feedback and interchange.		Midpoint		Posted well before deadline with opportunity for student interaction and feedback.

You will be graded on how close you come to the ideal, as indicated in Column 5, and how far you range away from the minimal, as evidenced in Column 1. Grades will consider the discussion forum posts and interchange for the entire course. Faculty discretion will be used to set the actual point value.   The values will be awarded in % in the gradebook in this manner:

20 pts = 100%
19 pts = 95%
18 pts = 90%
17 pts = 85%
16 pts = 80%
15 pts = 75%
14 pts = 70%, Etc….

Rubric for response to other posts for the entire course

Responds to another student in a logical, clear, insightful manner using respectful language and engages discussion by adding a new idea or solidifies original post.	No point deductions
Responds to another student but the response is very terse, does not contribute to the body of knowledge, and does not move discussion in a meaningful dialogue.	Deduction of 2 points for each discussion forum
Does not respond to any other student	Deduction of 4 points for each discussion forum

Your total point value will be determined by the value for your original post minus deductions (if any) for not responding to one other student.

Leadership Model Paper (LMP) Rubric

Content	Grammar	APA citations	Clarity
Was material covered in all areas? Did information contribute to the body of knowledge? Were ideas thought-out and presented in a manner of strategic alternatives? Were all required parts of the paper submitted?	Was correct grammar used including correct sentence structure, correct usage of subject and verbs, correct spelling of words, correct punctuation?	Were references cited in text? Were references in correct format? Were the references appropriate – no newspaper or magazine articles, or dot com websites? Were the correct number of references used, if stated? Did references support the material?	Was the paper presented in a coherent, logical manner? Were the ideas presented in a way which did not create ambiguity?
Up to 50% of grade	Up to 10% of grade	Up to 10% of grade	Up to 30% of grade

End of Syllabus