



Leadership Strategies in Biomedical Science 1

Tech 498

2 Credits

Spring, Session B, 2020

Syllabus

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Virtual Office Hours: By Appointment

Preferred Method of Communication: By email.

Course Information:

Course Description:

This course focuses on learning to manage and lead people who report to you, across team, and your supervisor. You will learn through scenarios, case studies, and experiential learning, how what you say and do directly impacts outcomes. The roles of managers and leaders in biomedical science companies undergo constant change. This course includes in-depth discussions of leadership skills, communication, conflict resolution, and goal integration. You will have the opportunity to manage and lead your own team to a desired outcome, analyze what works and does not work within the management systems, and suggest alternatives.

Course Website (Canvas): <https://faes.instructure.com/courses/227>

Access the course Canvas site using your log-in. This site will provide guidance for assignments, online class discussion group assignments, and guest lecture / presentation log-ins.

Learning Materials:

All readings will be supplied as links within the course.

Course Goals

When you complete the course successfully, you will be able to:

- Evaluate leadership and management theory and philosophy.

- Apply management skills to true-life situations.
- Analyze management problems and challenges and present solutions to these problems, recognizing that there is no one right answer.
- Formulate appropriate leadership and management strategies to achieve goals and objectives.
- Apply principles of human interrelationships to research, design and development activities, with emphasis upon principles of communication. Both communication and interpersonal skill development will be practiced by classroom discussion and group assignments.

Structure of the Course

COURSE LENGTH AND EXPECTATIONS

This course is divided into 7 modules. To successfully complete the course assignments in 7 weeks will require a minimum of 5 hours per week.

It is very important that you have at least the minimum amount of time to devote to this course. Many assignments require your contribution in peer review and feedback. Clear out enough time on your calendar for the next seven weeks, because:

We learn from each other in this model-- it's not just an "info download!"

GENERAL POLICIES

The units will open Monday morning and end the following Sunday night. Please respond to threaded discussion topics by Thursday night. Then comment on your classmate's responses by Sunday. All times are in Eastern Time and assignments are due before midnight on the day stated.

Online Course Guidelines:

"Attendance" and presence are required for this class. You are expected to log on 2-3 times per week. You are also expected to post substantive contributions to the discussion. A substantive contribution incorporates relevant information from the book and lectures. Thus, 'quantity' is no substitute for high quality, thoughtful contributions. You'll need to support your position, begin a new topic, or add meaningfully to the discussion. On occasion I may ask specific questions of you that you are expected to reply to in the discussion thread. Refine your online discussion skills—a supportive online environment encourages all students to share their thoughts.

Expectations: You must actively participate to pass this class. Remember, this is a class in good leadership; this course is driven by effective communication!

Assignments: Please professionally execute all your assignments and make sure your name is on the document or Voice Thread. **Late papers will not be accepted, except by prior arrangements with the instructor.**

Questions: You are strongly encouraged to contact me with questions about assignments, definitions, or any general issue. If you don't understand a concept or assignment, e-mail me. I will get back to you as quickly as possible.

EXPECTATIONS AND CLASS PARTICIPATION:

Leadership Strategies in Biomedical Science is a highly interactive, constructive learning experience. As a graduate student, you are responsible for your own learning and for creating knowledge with your peers. Attendance and participation are required as part of your course grade for you to succeed in this course. You are expected to participate actively, exercise initiative, and create a rigorously challenging environment for learning. Postings and contributions to the discussion boards and team boards will be monitored and factored into your grade. Learning methods emphasize a full range of academic inquiry, collaborative discovery, critical thinking, and communication skills.

Course assignments include critical review of texts and media, reflective writing and dialogue, individual and group exercises, projects, online interaction, and case studies. The learning model is designed to create disorienting dilemmas that reflect the uncertainty, ambiguity, and competing value claims of the contemporary business environment. Students accustomed to lecture-based courses and quantitative disciplines with highly structured classes and fixed, empirical outcome measures may find some aspects of the course experience challenging and perhaps uncomfortable. As in organizational life, participation is vital to your success in this class. Participation consists of your contribution to the course discussions and exercises. You are expected to participate in online discussions, logging on at least four times per unit to participate in questions, contribute to discussion and share ideas with other students. I also encourage voluntary participation. On occasion, I may ask specific questions of you that you are expected to reply to in the discussion threads. Note that I will not necessarily comment on postings you make. I see my role as ensuring that you all are learning the concepts of the course so where I observe one of you heading down a path that may not be the best practice or a posting requires additional insights or perspective, I will provide a comment. My comment in this situation is not meant to diminish the value of what was originally posted but is to help re-set thinking on the topic if needed or to stimulate other thoughts about a topic.

Important Dates:

The last day to withdraw from the course is April 3. Please contact registrar@faes.org for assistance.

Communication:

Reply to email: I will respond to emails within 24 hours

Reply to voicemail: I will respond to voicemails within 24 hours

Preferred time to call: By appointment

Canvas Q&A Discussion Forum: You will participate in weekly online discussions and exercises.

Etiquette:

Email: In an online environment, we don't have the luxury of being able to instantly clarify a mis-spoken request, or to retract a 'humorous' (obnoxious) comment. If you receive something frustrating, it is important to assume the best intentions on the part of your sender. Emails are often sent informally

without review—therefore, if you receive a ‘frustrating’ email from a group member, assume the best intentions, and simply ask for clarification.

Group etiquette: The same caveat should be applied to your group work. When in doubt, ask. Further—you’ll find that some of your team members don’t share your approach or level of dedication. It is useful at the beginning of a team project to spell out team members’ expectations, and responsibilities. If one team member seems to be not meeting expectations, ask early on if there may be a gap between what is being done, and what you *think* is being done. Communicate early and often, rather than waiting until the end of a project. Remember, you will be individually grading your team members’ participation, and this will be part of their participation grade for the course.

Generally:

- *Be Polite*: Use good "netiquette:"
- Respond appropriately and “on subject.”
- Focus on one subject per message and use relevant subject titles.
- Be careful with capitalizing words—it can be viewed as SHOUTING!
- Cite all quotes, references, and sources.
- Don’t forward someone else’s messages without their permission.
- Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism.

Policies:

Academic Policies

This course adheres to all FAES policies described in the academic catalog and student handbook, including the Academic Integrity policy listed on page 11 of the academic catalog and student handbook. Be certain that you are knowledgeable about all of the policies listed in this syllabus, in the academic catalog and student handbook, and on the FAES website. As a student in this program, you are bound by those policies.

Copyright

All course materials are the property of FAES and are to be used for the student’s individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material for any other purpose is prohibited, will be considered misconduct, and may be cause for disciplinary action. In addition, encouraging academic dishonesty by distributing information about course materials or assignments which would give an unfair advantage to others may violate the FAES Academic Integrity policy. Course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the course. Distributions of course materials may be subject to disciplinary action.

Guidelines for Disability Accommodations

FAES is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact Dr. Mindy Maris, Assistant Dean of Academic Programs.

Dropping the Course

Students are responsible for understanding FAES policies, procedures, and deadlines regarding dropping or withdrawing from the course or switching to audit status.

Harassment

FAES adheres to the NIH's harassment policies, which can be found at the following link:

<https://hr.nih.gov/working-nih/civil/statement-workplace-harassment>

Faculty and students in FAES courses are responsible for being familiar with the NIH's harassment policies and adhering to them.

ASSIGNMENTS AND GRADING:

Participation (70%)

All students are required to participate regularly in the class discussion. Most weeks, you will be asked to respond to a statement or scenario and then respond to one or two of the responses, both with your group and the entire class. You will be graded on the quality of your responses and how well you incorporate the theories and concepts from class and what you have learned. I will be in touch if the quality is not reaching expectations.

Discussion Questions

For each lesson, there will be discussion questions which will be posted for discussion by the entire class.

Scenarios

You will have scenarios to discuss many weeks provided by the instructor and occasionally provided by you or your classmates. For discussion of scenarios you should:

- State your expected intuitive reaction to the problem presented by the scenario;
- Next, state the applicable principles which were covered in the readings and the way that these principles might modify our approaches to dealing with the problem;
- State alternative actions that could be taken, along with the advantages and downsides of each, and;
- Your recommended alternative which should be selected for implementation.

Participation will be graded using the following scale:

Scenario and Discussion Grading:

Intuitive Reaction	1 point
Relevant Theories identified	2 points
Alternatives	1 point

Recommendation	2 points
Quality Comments to classmates (2X2 points)	4 points
TOTAL	10 POINTS

Learning Committee Voice Thread Presentations (30%):

You will join a learning committee and will be responsible for helping the class understand the topic. The day the topic unit opens, your learning committee will post a presentation about the topic to help the class learn more about the topic. However, all students will be responsible for assigned readings on all topics and class discussions. Students on the learning committee will be responsible to research and learn as much as they can about the topic and will help the class benefit from the additional information they have learned. This will be done in the form of a Voice Thread presentation. To learn more about using Voice Thread, click on the Voice Thread Icon in the menu bar in the course. The committees may be in one of the following areas—note that all presentations must relate specifically to field of biomedical science:

Leadership
 Conflict
 Power
 Communication—individual and organizations

Expectations for Presentation:

Presentations should expand on the information read, and exercises completed by the entire class, but **should focus in greater depth on those areas of most** interest to the committee. Remember! You need to directly relate the topic specifically to the biomedical and life science industry! The presentation should be at an advanced level and should incorporate an analysis of the topic as it relates to real-world events. In other words, while you may provide a brief introduction to the topic, **the majority of the presentation should go beyond an introductory overview and provide an analysis of the topic as it relates to biomedical science and be at a graduate level of comprehension.**

Make sure to use at least **5 resources** outside of the course readings.

GRADING

Participation	70
Learning Committee Presentation	25
Peer Evaluation	5
TOTAL	100

Performance Expectations and Grading

You are expected to earn a minimum grade of “B” in this course. A grade above or below “B” indicates that your performance was significantly above or below the expectations for a “B.” To

earn a “B” you must:

- Prepare thoroughly and participate actively in all class and other learning activities.
- Complete all deliverables fully, in proper format, and on time.
- Work effectively with others using intelligence, imagination, and interpersonal skills to generate ideas, discussion, analysis, insight, and solutions.
- Communicate effectively using correct English grammar, syntax, structure, and form in both written work and oral presentations.
- Act with integrity.
- Demonstrate professional respect, courtesy, and sensitivity in dialogue and discussion with people of divergent moral standpoints and values.

Grading Scale:

A+	99-100%	A	94-98	A-	90-93 %
B+	87-89%	B	84-86%	B-	80-83%
C	70-79%	F	< 70%		

A NOTE ABOUT TEAM PROJECTS:

I recommend that your group review and possibly write up a team contract regarding your team expectations. This document needs to include:

1. Project roles and responsibilities: As a team you will need to divide the project so that each team member has a part. Who will do what?
2. How the team is going to communicate during the project?
3. How you are going to ensure that the project remains a collaborative process?
4. How team members will submit their work to the group? Who will post the team deliverables?
5. How the team will handle work that is subpar, incomplete, or not done?
6. The deadline for the submissions of individual pieces (be sure to bring up any known problems or problematic dates or times that need to be factored).
7. How are you going to handle final proofing of project deliverables?
8. What will you do if somebody does not do his or her part or does not meet deadlines?
9. How are you going to go about answering questions that group members might have about the project?

COURSE OUTLINE

Module Date	Topic	Reading Assignment and Notes
Module 1 3/23	Welcome and Introduction	Create a VoiceThread introduction and post by end of module 1 Sign Up for Your Learning Committee Read Technimanagement (T) Chapters 1-2
Module 2 3/30	Leadership and Management Theories	Read McGregor's The Human Enterprise (T) chapters 3-4
Module 3 4/6	Decision Making	Read (T) chapter 5, 14 Edgar Schein Facilitative Process Interventions, pages 286-308,
Module 4 4/13	Leadership	Read (T) chapter 12, 21 LJL chapter Traits of Successful Leaders Leadership Learning Committee Presentation Due 4/13
Module 5 4/20	Conflict	Read (T) chapter 17, 18 Conflict Learning Committee Presentation Due 4/20
Module 6 4/27	Power and Negative Feedback	Read (T) chapter 19-20 Power Learning Committee Presentation Due 4/27
Module 7 5/4	Communication	Read (T) chapter 22-24 Read a summary of peer reviewed literature as it relates specifically to biomedical science and communication Communication Learning Committee Presentation Due 5/4

Evaluation and Grade Sheet for Learning Committee Presentation

Group Topic: ____

Group Member Names: _____

From Syllabus:

Learning Committees (30%):

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Leadership
Conflict
Power
Communication—individual and organizations

Expectations for Presentation:

Presentations should expand on the information read, and exercises completed by the entire class, but **should focus in greater depth on those areas of most interest to the committee. Remember: You need to directly relate the topic specifically to the biomedical or life science industry!**

The presentation should be at an advanced level and should incorporate an analysis of the topic as it relates to real-world events and the biotechnology or life sciences industry. In other words, while you may provide a brief introduction to the topic, **the majority of the presentation should go beyond an introductory overview and provide an analysis of the and be at a graduate level of comprehension.** Presentations should be of a quality to be presented before senior managers within a lab or biomedical organization.

Make sure to use at least 5 resources outside of the course readings.

Presentation Evaluation:

You will be evaluated on the quality of your presentation as it relates to the biotechnology industry and the topic of the unit, and the insight your presentation shows into the topic area.

Evaluation and Grade Sheet for Learning Committee Presentation

Your presentation will be evaluated against the following criteria:

Description	Point Value	Points Earned
Does the presentation show how the topic relates to overall biomedicine?	20	
Does the presentation show insight into the topic area beyond the lesson discussed in class and from assigned readings in the context of real-world events?	20	
Does the presentation explain the relevance of the topic to the industry, the organization or the individual?	20	
Does the presentation display creativity and clarity into the topic area at a level beyond the module content?	20	
Does the presentation use appropriate grammar with no typographical errors and correctly cite any relevant sources in APA style?	10	
Does the presentation effectively use at least 5 outside resources beyond the course module and required readings?	10	
Comments		
TOTAL	100	

Peer Evaluation Form

THIS FORM IS CONFIDENTIAL AND IS TO BE E-MAILED TO THE INSTRUCTOR THE CLASS IMMEDIATELY FOLLOWING COMPLETION OF GROUP LEARNING COMMITTEE PRESENTATION.

Your Name: ____

Assignment Name:_____

Use a scale of 1-10, where 10 is the highest, for each category. **Evaluate yourself as Member 1.**

Member Names	Member 1 (write in your name)____	Member 2 (write in member name)_	Member 3 (write in member name)_	Member 4 (write in member name)_
Willingness to work constructively & productively 10 points				
Contributed useful ideas/analysis 10 points Quality of work done 10 points				
Quantity of work done, 10 points				
Attendance, reliability				
ADDITIONAL COMMENTS				
Total-- Maximum of 50 points				