UNC Gillings School of Global Public Health
Department of Health Behavior
HB 703: Professional Development (1 Credit)
Friday, 8:25- 9:50 AM   Rosenau 235

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Overview

Effective leaders and managers are skillful at attending to people through facilitation, communication, and actively engaging with others as they simultaneously manage resources to accomplish program objectives. Coincident with people and program objectives, leaders and managers must recognize the potential impact of internal and external contextual factors (e.g., organizational culture, systems issues) on the success of the group. This course emphasizes knowledge and skill development to provide a foundation for excellence in frontline (direct services), supervisory, management, and/or leadership positions.

The fall semester focus is on: leadership and management principles; self-assessment with emphasis on self-reflection on your prior personal or professional experiences; applied learning from class assignments and in-class activities. The course goal is to equip you with skills and tools to successfully navigate your job responsibilities and career. These skills and tools enable you to improve your ability to communicate well, even under stressful conditions, to resolve conflict, and to make consistently effective decisions. The spring semester will focus on personnel and resources management. Specific topic areas include: organizational culture, position development and procedures for hiring staff, interviewing guidelines and tips for responding to questions, salary negotiation (from two perspectives), supervision and performance management (e.g., feedback, motivating employees), budget planning, and contract negotiation.

Fall Semester Objectives

Upon completion of the fall course, students will be able to:

1. Identify attributes and skills that facilitate self, interpersonal, and program/project management.
2. Describe how your personality characteristics (strengths and weaknesses) influence your interactions with peers, subordinates and supervisors and what you can do to work more effectively with others.
3. Identify your strengths and any weaknesses that would benefit from improvement. Identify a plan to build on strengths and improve in selected areas.
4. Identify resources and tools to manage a range of workplace issues (e.g., conflict, decision-making, emotional intelligence, peer coaching).

Readings and Course Materials/Resources

For each class there are required readings and class preparation materials. All documents are organized by class date in the *Course Documents* section of the Sakai class website. Resources needed to complete assignments are located in the *Assignments* section. Supplemental materials are organized by topic in the *Supplemental Readings & Resources folder* in *Course Documents*.   A list of materials available on Sakai is available to help you locate items that will be useful to you.

Course Requirements

1) **Active Participation in Class**: Class will involve small group discussion, participatory activities (e.g., role play, practice sessions), video clips, guest speakers, and topic orientation and discussion facilitated by the instructor. *Please note – 50% of your grade is class participation; effective participation can only be accomplished if you complete the required readings and pre-class assignments listed on this syllabus. Your punctual attendance is expected. If you cannot attend a class, please provide timely notification to the Professor and the Teaching Assistant so that they can accommodate any shifts needed for the team orientation of the class.*
2) **Self-Development paper**: completing a series of self-assessments, and providing peer feedback on draft paper.
3) **Resume Development**: Provide feedback to assigned group members.
4) **Feedback:** at the end of each class session and the online course evaluation at the end of the semester.

1. **<u>Class Participation: 50%</u>**

   Students are expected to attend each class, to arrive on time, be prepared to discuss the topic for the session and to have completed pre-class assignments and required reading. Students who meet this expectation will receive a "P" for their participation grade. Students who do not meet this basic expectation will receive an "L" for participation, and students whose on-time attendance and active participation are extraordinarily consistent, thoughtful, and insightful will receive an "H" for participation.

   a. <u>Attendance:</u> Students are expected to attend class, to arrive on time, and to contact the instructor and Teaching Assistant if they are unable to attend a class. **Students will not be penalized for the first unexcused absence or for the first two times that they are late.**

   b. <u>Active participation in class discussions, activities, and workgroups:</u> Active discussion (e.g., questions, comments based on experience or readings) that is relevant, coherent, perceptive, and concise adds depth to class sessions. **Use of cell phones, texting, or use of computers for non-class-related activities is a distraction to you and your classmates and will result in a decreased participation grade.**

2. **<u>Self-Development Paper: 50%</u>**

   All materials related to this assignment can be found in the "Self-Development Paper" folder in the *Assignments* section of Sakai.

   The final assignment in this class is a paper in which you will describe your personal strengths and weaknesses related to program management. To prepare for this paper, you will complete a set of self-assessments taken from *Understanding and Changing Your Management Style* by R.C. Benfari and work through the accompanying "Putting It All Together" worksheet. The set of self-assessments will highlight various functions regularly performed by front line employees, managers and/or leaders. The ability to be introspective, to know your own motivations and triggers, will help you to interact successfully with the different types of people you will work with throughout your career. This assignment is designed to give you the opportunity to clearly express the qualities you possess, how to build on them, and how to target areas for improvement.

   After completing the self-assessments, and recording results on the *Putting It All Together Worksheets* (pages 1-11) you will summarize the results and identify areas (at least three) on which you will focus for improvement (tables on pages p.13 and 15). Using the *Putting it All Together Worksheets*, other self-assessments completed for class, prior experience, and supervisor or peer feedback, you will identify at least three areas to focus on improving. You will a prepare self-development plan which must include: 1) a summary of strengths and limitations; 2) clear and specific goals and objectives for developing selected areas of limitation; and 3) clear and specific action steps to achieve those goals and objectives.

   The assignment requires a thoughtful approach to summarize your strengths, limitations, and a plan for improvement in a concise paper (no longer than 5 typed, double-spaced pages with 1" margins). A strong paper will also incorporate (with appropriate reference) information from required readings, in-class discussion, and/or guest speaker comments with direct linkages to your individual citations. Finally, summaries of the self-assessment results (e.g., tables based on pages 13 and 15 of the Putting It All Together worksheets) must be included in appendices. The appendices are not counted toward the 5 pages of text.

   <u>UNC Honor Code, Plagiarism, and Citation</u>
   Your full participation and observance of the honor code is expected. Make sure you are familiar with the UNC Honor Code (http://instrument.unc.edu/). The UNC Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." Students may also benefit from understanding how to appropriately cite references. Please see the tutorials on the UNC Libraries web page to ensure you know how to reference citations in your assignments (http://www.lib.unc.edu/instruct/citations/introduction/).

CRITERIA FOR SELF-DEVELOPMENT PAPER GRADE:

Criteria for Self-Development Paper Grade	Rating Scale (on a 4 point scale)			
1. Describe findings from self-assessment tools to **summarize strengths and limitations** regarding your management style preferences, communication, and relationships with peers, supervisors, and subordinates.	Unsatisfactory	Needs Improvement	Good	Excellent
2. Incorporate **prior experience** and **supervisor or peer feedback** (e.g., Johari Window) in assessment process.	Unsatisfactory	Needs Improvement	Good	Excellent
3. Identify clear, specific, comprehensive, and relevant **goals and objectives** to develop areas of limitation.	Unsatisfactory	Needs Improvement	Good	Excellent
4. Identify clear and specific **action steps** to achieve goals and objectives.	Unsatisfactory	Needs Improvement	Good	Excellent
5. **Reference and apply self-development resources** to identify appropriate action steps to address limitations.	Unsatisfactory	Needs Improvement	Good	Excellent
6. **Reference** information from readings, in-class discussion, and/or guest speakers.	Unsatisfactory	Needs Improvement	Good	Excellent
7. Clarity and **quality of writing** and **organization** of paper.	Unsatisfactory	Needs Improvement	Good	Excellent

3. **Resume Development**

Students will write or update their resumes and receive feedback from classmates and the instructor/teaching assistant. This assignment will also provide an opportunity for practicing the delivery of constructive feedback. All materials related to this assignment can be found in the "*Resume Development*" folder in the *Assignments* section of Sakai. As part of the resume development process you will exchange your draft resume with your assigned in-class group; prepare feedback on at least two resumes using the Resume Review Form posted on Sakai; and submit your final resume on the Resume Forum Page. Please name your file as follows: Last Name_First Name Resume. The instructor and/or teaching assistant will review resumes and provide individual feedback.   If you want feedback prior to APHA please send an e-mail with your resume attached to the instructor and the teaching assistant in addition to posting on Sakai.

4. **Course Feedback and Evaluations**

Student feedback at the end of each class helps to improve the course in real time during the semester. Please respond to the two questions by writing a comment, providing a suggestion, and/or checking your satisfaction with the class. Your feedback is important and your time to respond to the two questions is appreciated.

Providing feedback is an important professional responsibility. The Carolina Course Evaluation System (CES), the university's online course evaluation tool will be active for two weeks at the end of the semester. Your participation in CES is important and providing constructive feedback is a professional expectation which is critical to course improvement and assessment of instructors.

Schedule of Deliverables:

	DELIVERABLE	DUE DATE	COMMENTS
1	**Complete 8 self-assessments and record findings for each assessment in the *Putting it All Together Worksheet (pages 1-11).*** **Complete Putting It All Together summary worksheet on pages 13.**	Friday, September 13 before class	**Complete prior to class.** Supplemental (optional) readings for each assessment may help to provide more background and insight. Drawing from the completed assessments, complete page 13 of the Putting It All Together worksheet. Bring completed table on p.13 to class for a discussion with your assigned group
2	**Exchange resume with assigned in-class group**	Friday, October 4	Prepare or update your resume. Resume development resources and samples have been provided in the folder for this assignment on Sakai. Exchange your resume with your assigned in-class group members (<u>bring hard copies to exchange during class or email soft copies</u>)
3	**Prepare feedback for resumes of your group members**	Friday, October 11 before class	**Complete prior to class.** Prepare feedback for at least two resumes in your group using the <u>*Resume Review Form*</u> found on Sakai under Assignments. During class, students will provide and discuss feedback with group members.
4	**Submit revised resume by posting to the Resume Development Forum on Sakai**	Friday, Oct. 25th <u>By 12:00 noon</u>	Please name the file as follows: *Last Name_First Name Resume*. The instructor and/or teaching assistant will review resumes and provide individual feedback. **NOTE**: If you want feedback prior to APHA please send an e-mail with your resume attached to the instructor and the teaching assistant in addition to posting on Sakai.
5	**Identify three "Management Style Factors" you are interested in improving.**	No later than Wednesday, Nov. 6 12:00 noon.	Send an e-mail to the Teaching Assistant letting her know which three (3) of the eight (8) management style factors you are interested in learning more about for improvement purposes. You will be assigned to your areas of interest for an in-class activity on Nov. 8.
6	**Complete Putting It All Together worksheet page 15.**	Friday, November 8	**Complete prior to class.** Drawing from Deliverable #1, complete page 15 of the *Putting It All Together worksheet*. <u>Bring the completed table on p.15 to class </u>for discussion with your assigned group.

Schedule of Deliverables: (cont.)

	DELIVERABLE	DUE DATE	COMMENTS
7	**Identify self-selected peer group communicate same to instructor and teaching assistant via email**	Friday, November 8, <u>By 4:00 pm</u>	<u>**One email per group!**</u> Throughout the next two weeks, students will exchange a draft of their paper with self-selected peer(s) to provide and receive feedback. Groups can range from 2-4 students. How you divide papers for review is up to your group.
8	**Post your draft paper on your peer-group forum section**	Sunday, Nov. 17th <u>By 4:00 pm</u>	A forum on Sakai will be created for each group. A list of the forum assigned to each group will be posted in the Self-Development Paper folder on Sakai. Students will exchange a draft of their paper with self-selected peer(s) to provide and receive feedback. This process is meant to improve the quality of your papers and to provide an opportunity for practicing the delivery of constructive feedback. <u>Each student must review at least one paper</u>
9	**Provide written feedback to your self-selected peer group**	Thursday, November 21, <u>No later than 4:00 pm</u>	Post your written feedback for the paper(s) you have reviewed to the forum on Sakai created for your peer group. The instructor will randomly review progress being made on the papers as well as the quality of feedback provided. You will have the opportunity during the last class (Nov. 22) to briefly discuss feedback with your group members.
10	**Submit Self-Development Paper**	Friday, December 6, <u>By 12:00 noon</u>	The final Self-Development Paper must be submitted in two ways: **Post** to the Assignments section of Sakai **and e-mail to the instructor with the file**. Please name the file as follows: Last Name_First Name HB 703 Final Paper

Course Schedule: *All required readings and class preparation materials can be found organized by class date in the Course Documents section of Sakai. Materials for assignments (Self-Development Paper and Resume Development) can be found in the Assignments folder.*

Date	Subject	Content	Required Readings	Class Preparation & Assignments Due
Class 1: Aug 23	Course Introduction & Expectations	• Discuss self - assessment resources and final paper	• Rowitz, L. (2009). Chapter 1: The basics of leadership. Public Health Leadership: Putting Principles into Practice, 2nd Edition. Sudbury, MA: Jones and Bartlett Publishers. Pages 3-14.	**Class Preparation**: *Review Course Requirements (located in Course Information section of Sakai).*
Aug. 30	**No Class**			
Class 2: Sep 6	Leadership Styles and Characteristics	• Overview leadership • Traditional and open systems of management	• Rowitz, L. (2009). Chapter 2: Leadership styles and practices. Public Health Leadership: Putting Principles into Practice, 2nd Edition. Sudbury, MA: Jones and Bartlett Publishers. Pages 19 to 31. • OPTIONAL: Friedman, L. (2011). Chapter 12: Changing role of public health managers and leaders. In R. Burke & L. Friedman, Eds. Essentials of Management and Leadership in Public Health. Sudbury, MA: Jones and Bartlett Publishers. Pages 149-156.	**Class Preparation***: Complete Johari Window Exercise (Select either Chapman/McKay or George).* *Optional readings about Johari Window are on Sakai (i.e., George, 2007; Hersey et al. 1993).*
Class 3: Sep 13	Self-Awareness and Self-Regulation	• Emotional intelligence • Leadership styles	• Ladkin, D. (2008). .Self-awareness. Pages 144-146. In A. Marturano, A. & J. Gosling, Eds. Leadership: Key Concepts. New York, NY: Routledge. • Fernandez, C. (2010). Chapter 10: Emotional intelligence in the workplace. In E. Baker et al. Managing the Public Health Enterprise. Sudbury, MA: Jones and Barlett Publishers.	**Class Preparation**: *Complete Self-Assessments and Putting It All Together worksheet pp. 1-11. Bring completed p.13 to class.* Optional: Complete Emotional Intelligence Mini-Assessment.
Class 4: Sep 20 Trish Barron, MPH	Communication	• Effective communication techniques • NLP principles	• Cooper, L. (2008). Chapter 1: Achieving business excellence with NLP. Business NLP for Dummies. Pages 9-17. • Cooper, L. (2008). Chapter 3: Utilising NLP principles at work. Business NLP for Dummies. Pages 37-49. • Cooper, L. (2008). Chapter 6: Building rapport: The heart of successful relationships. Business NLP for Dummies. West Sussex, England: John Wiley & Sons. Pages 87-107.	
Sept. 27	**No Class**			
Class 5: Oct. 4 Trish Barron, MPH	Resolving Conflict (Interpersonal)	• Getting to yes • Crucial Conversations & confrontations • Appreciative Inquiry	• Rowitz, L. (2009). Chapter 14: Conflict sections. Public Health Leadership: Putting Principles into Practice, 2nd Edition. Sudbury, MA: Jones and Bartlett Publishers. Pages 398-403 (Conflict Resolution) and 405 – 406 (Getting to Yes). • Eight Steps to Conflict Resolution Handout (multiple sources). • OPTIONAL: Whitney, D. & Trosten-Bloom, A. (2003). Chapter 1: What is appreciative inquiry. The Power of Appreciative Inquiry: A Practical Guide to Positive Change. Pages 1-21 & Tables on pages 48-49 and 54-55.	***Post initial Resume:** Prepare your resume and post on your assigned group forum so your in-class group members can review.*

Date	Subject	Content	Required Readings	Class Preparation & Assignments Due
Class 6: Oct 11	Followership Managing Up Resume Development	• Followership • Communication to supervisors and others in leadership positions • Resume Feedback and Hints	• Kelley, R. (1992). In praise of followers. In J. Gabarro, Ed., Managing People and Organizations. Boston, MA: Harvard Business School. pp. 143-153. • Cohen, A. & Bradford, D. (2005). Chapter 8: Influencing your boss. Influence Without Authority, 2nd Edition. Hoboken, NJ: John Wiley and Sons, Inc. Page 147-169. • OPTIONAL: Cohen, A. & Bradford, D. (2005). Chapter 9: Influencing difficult subordinates. Influence Without Authority, 2nd Edition. Page 170-187. {17 pages}.	**Class Preparation:** Complete Followership and Managing Up Assessments. ***Complete feedback prior to class on peer resumes:*** *Prepare feedback on two resumes (use form on Sakai). Be prepared to discuss during class.*
Oct 18	**No Class: Fall Break**			
Class 7 Oct 25	Overview of Decision Making Processes	• Characteristics of decisions • Decision making styles • Standard operating procedures • Groupthink	• Rowitz, L. (2009). Chapter 14: Decision making sections. Public Health Leadership: Putting Principles into Practice, 2nd Edition. Sudbury, MA: Jones and Bartlett Publishers. Pages 385 and 392-398. • OPTIONAL: Bens, I. (2000). Chapter 6: Effective decision making. Facilitating with Ease: A Step by Step Guidebook with Customizable Worksheets on CD-ROM. San Francisco, CA: Jossey-Bass Publishers. Pages 111-131	**Class Preparation:** Review Decision Making Method Handout on Sakai. ***Final Resume Upload to Sakai Class Forum by 12:00 noon.***
Nov 1	**No Class** **By 12:00 noon on Wed. November 6th send Teaching Assistant your three management style factors on which you will focus.**			
Class 8: Nov 8	Problem Solving Participatory Decision-Making	• Characteristics of problems • Role of creativity • Review of techniques	• OPTIONAL: Brody, R. (2005). Chapter 5: Problem solving. Effectively Managing Human Service Organizations, Third Edition. Thousand Oaks, CA: Sage Publications. Pages 77-96. • OPTIONAL: Hogan, C. (2003). Chapter 11: Problem solving and decision making. Practical Facilitation: A Toolkit of Techniques. Sterling, VA: Kogan Page. Review Table 11.8 on pages 300-302.	**Class Preparation:** ***Complete and bring a copy of the Table on Page 15 to*** *class for discussion with your group.* ***Identify Self-Development Peer Reviewer Groups (by 4:00 pm):*** *Email instructor and Teaching Assistant one list.*
Nov. 15	**No Class**			
Nov 17	**Post draft paper on peer group site no later than Sunday, Nov. 17th 4:00 pm**			
Nov. 21	**Post written feedback to on draft papers on peer group page no later than Thursday, 21th 4:00 pm** *Post written feedback for the paper(s) you have reviewed to the peer group forum on Sakai*			
Class 9 Nov. 22	Improvisation: Application to Management Principles Aubrey Delany, MPH		• Madson, P. (2005). Improv Wisdom. Pages 27-34; 123-143.	***Review written feedback prior to class:*** *Review feedback in preparation for a discussion with your peer group.*
Fri .Dec 6	***FINAL Self-Development Paper (by 12:00 Noon):*** *Submit final paper. (**Upload to the Assignments section of Sakai and email to instructor**.)*			