Setting the goals
Setting the pace
Setting the example

A fundamental strategy by which Carolina's School of Public Health creates sustainable, positive changes in public health is by educating the next generation of public health leaders. When it was suggested that we devote an issue of Carolina Public Health magazine to “leadership,” we were enthusiastic.

Then came the first challenge — how to define “leadership” for the issue. The spectrum of possibilities seemed endless.

We worked at programs at our School with “leadership” in their names — Public Health Leadership Program, Emerging Leaders Program, Executive Doctoral Program in Health Leadership, Executive Doctoral Program in Global Public Health. Neither Dennis nor Joan are profiled in this issue, because we plan stories on them in the fall issue of the magazine. But we would miss a great opportunity if we didn’t highlight Dennis’ leadership example here.

Dr. Bill Sollecito, director of the School’s Public Health Leadership Program since 1997, says he learned important leadership qualities from Gillings. Sollecito was a biostatistics student of Gillings while earning his DrPH at the School. Later, from 1982 to 1996, he worked for Gillings at Quintiles, ultimately as president of Quintiles Americas, where he was responsible for clinical operations in Canada, South America and the United States.

“Leadership starts with a vision, a view of where your organization should go,” Sollecito says. “All great leaders have the ability to envision the future and set out a path for all to embrace — this is the most important thing I learned from Dennis Gillings. It’s not good enough to have vision — you must be able to communicate it and get agreement and buy-in from all for a shared goal. Or as W. Edwards Deming describes it, there must be ‘constancy of purpose’ in the organization to achieve vision.”

Sollecito says he learned another important characteristic of leadership from Gillings — both in his classroom and as part of his leadership team. “One of the ways you empower people is to train new leaders. This is especially true in a university where our faculty are leaders and mentors of other leaders at every interface — through the classroom to the lab and most importantly, through everyday interactions. That is how I learned leadership from Dennis Gillings. The key is interchange of ideas — not top down, but through exchange, debate and collaborative learning.”

The work of our graduates and faculty is inspiring, indeed. By communicating their stories of leadership, we want to share “best practices” and provide opportunities for others in the field to make connections.

What makes a leader?

John Quincy Adams once said, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

As we began our profiles for this issue, certain ideas kept resurfacing: make sustainable changes; create vision and inspire people; help people help themselves; build bridges; listen to people; then listen some more; compromise; negotiate. … Here’s more of what our alumni shared about leadership:

■ Dr. Deborah Parham Hopson, assistant surgeon general and rear admiral in the Commissioned Corps of the U.S. Public Health Service, holds a monthly “Chat and Chew” luncheon to listen to employees of the HIV/AIDS bureau she oversees. “If you’re a leader, you listen to employees and try to treat them like they want to be treated,” she says. (See page 12.)

■ A colleague says that Dare County Health Director Anne Thomas “communicates honestly and directly what others are afraid to say, and she is heard because she seeks to understand and solve, not judge or blame.” (See page 40.)

■ Water specialist Greg Allgood learned from his mentor and boss, Procter & Gamble CEO John Pepper, that, “To be a great leader, you have to be willing to serve.” (See page 24.)

Leadership starts with vision

One of the foremost leaders associated with our School is former biostatistics professor Dr. Dennis Gillings, chairman and chief executive officer of Quintiles Transnational Corp. and chair of the School’s Advisory Council. Gillings, CBE (Commander of the British Empire), and his wife, Joan, pledged $50 million to our School in 2007. This Septem-
The work of our graduates and faculty is inspiring, indeed. By communicating their stories of leadership, we want to share “best practices” and provide opportunities for others in the field to make connections.

What makes a leader?
John Quincy Adams once said, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

As we began our profiles for this issue, certain ideas kept resurfacing: make sustainable changes; create vision and inspire people; help people help themselves; build bridges; listen to people; then listen some more; compromise; negotiate… Here’s more of what our alumni shared about leadership:

■ Dr. Deborah Parham Hopson, assistant surgeon general and rear admiral in the Commissioned Corps of the U.S. Public Health Service, holds a monthly “Chat and Chew” luncheon to listen to employees of the HIV/AIDS bureau she oversees. “If you’re a leader, you listen to employees and try to treat them like they want to be treated,” she says. (See page 12.)

■ A colleague says that Dare County Health Director Anne Thomas “communicates honestly and directly what others are afraid to say, and she is heard because she seeks to understand and solve, not judge or blame.” (See page 40.)

■ Water specialist Greg Allgood learned from his mentor and boss, Procter & Gamble CEO John Pepper, that, “To be a great leader, you have to be willing to serve.” (See page 24.)

Leadership starts with vision
One of the foremost leaders associated with our School is former biostatistics professor Dr. Dennis Gillings, chairman and chief executive officer of Quintiles Transnational Corp. and chair of the School’s Advisory Council. Gillings, CBE (Commander of the British Empire), and his wife, Joan, pledged $50 million to our School in 2007. This Septem-ber, we become the UNC Gillings School of Global Public Health. Neither Dennis nor Joan are profiled in this issue, because we plan stories on them in the fall issue of the magazine. But we would miss a great opportunity if we didn’t highlight Dennis’ leadership example here.

Dr. Bill Sollecito, director of the School’s Public Health Leadership Program since 1997, says he learned important leadership qualities from Gillings. Sollecito was a bio-statistics student of Gillings while earning his DrPH at the School. Later, from 1982 to 1996, he worked for Gillings at Quintiles, ultimately as president of Quintiles Americas, where he was responsible for clinical operations in Canada, South America and the United States.

“Leadership starts with a vision, a view of where your organization should go,” Sollecito says. “All great leaders have the ability to envision the future and set out a path for all to embrace—this is the most important thing I learned from Dennis Gillings. It’s not good enough to have vision—you must be able to communicate it and get agreement and buy-in from all for a shared goal. Or as W. Edwards Deming describes it, there must be ‘constancy of purpose’ in the organization to achieve vision.”

Sollecito says he learned another important characteristic of leadership from Gillings—both in his classroom and as part of his leadership team. “One of the ways you empower people is to train new leaders. This is especially true in a university where our faculty are leaders and mentors of other leaders at every interface—through the classroom to the lab and most importantly, through everyday interactions. That is how I learned leadership from Dennis Gillings. The key is interchange of ideas—not top down, but through exchange, debate and collaborative learning.”

A fundamental strategy by which Carolina’s School of Public Health creates sustainable, positive changes in public health is by educating the next generation of public health leaders. When it was suggested that we devote an issue of Carolina Public Health magazine to “leadership,” we were enthusiastic.

Then came the first challenge—how to define “leadership” for the issue. The spectrum of possibilities seemed endless. We sifted through programs at our School with “leadership” in their names—Public Health Leadership Program, Executive Doctoral Program in Health Leadership, Emerging Leaders in Public Health…

These are all wonderful programs that have produced or enhanced the careers of many of our public health leaders. But every department and every program at our School has “developing leadership” as a principal foundation of its very existence. We train leaders. So we asked each department in the School to nominate graduates who have become outstanding leaders. The response was astronomical. We were inundated with fabulous examples of “public health leaders” at different levels, disciplines and career stages.

We didn’t have room in one magazine to cover them all. So, taking a deep breath, an editorial board of School representatives selected the people profiled here. This sample of profiles is not intended, by any means, to be a complete or definitive list. Leadership profiles will be a regular feature in the magazine. Please send us suggestions!

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.
Leading the Way
School programs focus on creating leadership opportunities for working public health professionals

While every academic program at our School embraces leadership development as a principal foundation, several special programs provide specific opportunities for leadership growth. Some offer distance education opportunities for working public health professionals. Others prepare mid-career professionals for senior-level positions. Below are highlights of some of these programs.

**Executive Doctoral Program in Health Leadership (DrPH Program):** UNC’s Doctoral Program in Health Leadership — the world’s first distance DrPH program — prepares mid-career professionals for senior-level positions in organizations working domestically and internationally to improve the public’s health. The three-year, cohort-based distance program targets individuals working full-time with substantial leadership responsibilities in communities, organizations and institutions. With the exception of three short visits to Chapel Hill in each of years one and two, learning takes place in participants’ homes and offices, away from the UNC campus. Students connect to faculty and peers mainly via computer, making substantial use of technology that allows students and faculty to share data and interact productively via live video and audio. The distance format allows working professionals to complete doctoral leadership training while continuing full-time employment, caring in-country throughout the duration of their education. For more information, visit www.sph.unc.edu/php/executive_dmph.

**Executive Master’s Programs:** The UNC School of Public Health’s Executive Master’s Programs are consistently ranked among the top in the country. The School’s Executive Master of Healthcare Administration (MHA) is aimed at working, mid-career professionals seeking senior executive positions in health care while the Executive Master of Public Health (MPh) is geared toward working professionals pursuing top-level executive positions in public health. The curriculum for both programs emphasizes public health, financial management, general management, and analysis and systems, and culminates in the development and presentation of an integrated business plan. Both programs are part of the School’s Department of Health Policy and Administration. For more information, visit www.sph.unc.edu/php/executive_masters_programs.html.

**Emerging Leaders in Public Health (ELPH):** This collaboration of the UNC School of Public Health’s North Carolina Institute for Public Health and the UNC Kenan-Flagler Business School provides leadership and management training to minority health professionals. Participants are selected for an intensive nine-month program focused on managing in times of crisis. Because racial and ethnic health disparities are best addressed when communities identify with policy- and decision-makers, the program seeks to strengthen the outreach capability of health systems by preparing leaders who can work with diverse communities. The program is funded by the W.K. Kellogg Foundation. For more information, visit www.publichealthleaders.org.

**Public Health Leadership Program (PHLP):** The Public Health Leadership Program prepares public health practitioners to assume greater leadership responsibilities and, in particular, to meet leadership challenges wherever they occur throughout the world. Through certificates and graduate degrees offered in both residential and distance learning formats, the program brings an interdisciplinary approach to the development of population-level knowledge and skills. PHLP offers a Public Health Leadership Certificate, an Occupational Health Nursing certificate, a Master of Public Health degree in three concentrations and a Master of Science degree in public health/occupational health nursing. For more information, visit www.sph.unc.edu/phlp.

**SouthEast Public Health Leadership Institute (SEPHLI):** SEPHLI is a year-long leadership development program for mid-to-senior-level public health administrators working in North Carolina, Arkansas, South Carolina, Tennessee, Virginia or West Virginia. The Institute supports the strengthening of leadership competencies, such as creating a shared vision, personal awareness, systems thinking, risk communication, team building, ethical decision making and political and social change strategies. Scholars interact with local and national leaders during retreats, phone conferences and online computer discussion forums. The program is part of the North Carolina Institute for Public Health. For more information, visit www.sepqli.org.

**Management Academy for Public Health (MAPH):** MAPH is a nine-month executive education course customized for health managers in the public health system. Teams learn skills in managing people, money, data and partners. To practice their skills and improve their organizations, MAPH students work in teams to develop a business plan. Courses are taught by faculty from the UNC School of Public Health and the Kenan-Flagler Business School. The program is administered through the North Carolina Institute for Public Health. For more information, visit www.maph.unc.edu.

**National Public Health Leadership Institute:** The institute focuses on strengthening the leadership competencies of senior-level decision makers who lead major public or private health organizations. Faculty and staff engage leaders in teams from around the United States in individual and organization change efforts. The institute strives to assure that officials efficiently and effectively respond to challenges in the twenty-first century. The program is based at the North Carolina Institute for Public Health — the service arm of the UNC School of Public Health — in partnership with the Center for Health Leadership and Practice, a center of the Public Health Institute in Oakland Calif., and the Center for Creative Leadership in Greensboro N.C. For more information, visit www.phli.org.

**Management and Supervision for Public Health Nurse Supervisors and Directors:** This three-week course, begun in 1961, provides leadership growth opportunities for nurses — the largest group of public health workers in North Carolina. The event is held at GlaxoSmithKline in Research Triangle Park, N.C. Course faculty include representatives from the UNC School of Public Health’s Office of Continuing Education; UNC-Chapel Hill School of Government; North Carolina Department of Health and Human Services’ Office of Public Health Nursing and Professional Development; and local public health leaders and private consultants. For more information, visit www.sph.unc.edu/ocr/nurse_managers.html.

**FAST TRACK Leadership Development Program:** FAST TRACK Leadership is a three-and-a-half day intensive leadership development program that focuses on leadership and management skills for individuals from a variety of backgrounds, including public health, academia, government and business. The program is designed to significantly expand self-awareness and quickly build practical skills for effectively leading and managing people. Facilitated by faculty from the UNC School of Public Health, the program teaches how to create the kind of organizational culture that engages and motivates employees. Six of the most respected psychological assessment tools form the foundation of the program. Personalized executive coaching and expert facilitation guide each participant’s individual development plan. For more information, visit www.FastTrackLeadership.org.
unteers Research, his research focus is the study of North Carolina’s health care work force distribution and its effect on access to care and the health status of North Carolinians.

“We have recently anticipated shortages of allied health workers, doctors and dentists, and when we issue a warning that such a thing is about to happen, usually the General Assembly of North Carolina pays attention,” says Ricketts, who is also the Sheps Center deputy director.

“Tom is very creative in terms of thinking about how delivery of health care relates to the work force supply,” notes Sheps Center Director Dr. Tim Carey, who has known him for more than 20 years.

As head of the Health Policy Analysis Unit at the Sheps Center, Ricketts also works at the federal level advising the U.S. Secretary of Health and Human Services on health policy issues. He is editor-in-chief of the North Carolina Medical Journal and also serves on advisory committees of the Association of American Medical Colleges and AcademyHealth.

“If there’s a complex health care policy issue, I’d want to turn to Tom rather than anyone else. He’s an innovative and creative thinker,” says Dr. Peggy Leatt, chair of the School’s Department of Health Policy and Administration, who has worked with Ricketts since 2002.

Ricketts has been working with French researchers to develop a new, U.S.-style school of public health with campuses in Paris and Rennes. He is involved in planning and teaching at the École des Hautes Études en Sante Publique and hopes the affiliation will result in knowledge transfer between UNC and this emerging academic institution.

“I’m hoping that our students and faculty can spend some time working there,” he says.

Smith, one of the most successful coaches in college basketball history, helped his players develop their skills by giving them the same three goals every year, as chronicled in his book, The Carolina Way: Play Hard: Insist on consistent effort. Play Smart: Execute properly. Understand and execute the fundamentals. Play Together: Play unselfishly. Don’t focus on individual statistics.

— BY PRASHANT NAIR, PHD

Leaders continued from page 6

The leaders profiled in this issue tell us that success does not come from one person’s efforts and abilities alone, but from their ability to inspire others to work with them, and with each other. Working together — as a team — is a theme that other UNC greats have emphasized.

When Michael Jordan was a UNC freshman — long before he became a superstar athlete — his coach, Dean Smith, told him, “Michael, if you can’t pass, you can’t play.”

Smith, one of the most successful coaches in college basketball history, helped his players develop their skills by giving them the same three goals every year, as chronicled in his book, The Carolina Way:

Play Hard: Insist on consistent effort.

Play Smart: Execute properly. Understand and execute the fundamentals.

Play Together: Play unselfishly. Don’t focus on individual statistics.

— BY ROD GARDNER

Greenberg continued from page 17

Especially in universities, where there is a hierarchy, most of what gets done is more by personal persuasion. A lot has to do with creating enough excitement, enough enthusiasm that other people voluntarily subscribe.

Shortly after HSSC got underway in 2004, South Carolina Governor Mark Sanford awarded Greenberg the Order of the Palmetto, the state’s highest civilian honor, for exceptional service to the state and nation.

“During your time as its president, MUSC has enjoyed national recognition in the areas of education, research and patient care,” Sanford said at the time. Still to come, the governor predicted, were even greater achievements, "whose seeds have been planted through your efforts to build alliances with health and educational institutions, both public and private, through the state of South Carolina.

In building these alliances, Greenberg has drawn on the examples of his parents, whom he calls one of the greatest blessings of his life. His father, the late Dr. Bernard Greenberg, founded and chaired the Department of Biostatistics in the UNC School of Public Health and later served as dean.

His mother, Ruth Greenberg, has a graduate degree in chemistry from Yale. She says her son was a very determined and intelligent person from the time he was very young. In retrospect, his ending up in public health was pre-ordained, but he insists he had no clue as a Carolina undergraduate or in medical school at Duke that he would take that route.

While doing a master’s in public health at Harvard, he developed a passion for epidemiology, which led him back to the Carolina School of Public Health for a PhD in that field. But he started to develop much earlier the leadership skills he relies on today.

“For my earliest memories, I was always around academic people, and it always felt very comfortable to me to interact and understand the culture and the values that make you successful in an academic setting,” he says. “A lot of that I just absorbed growing up. It’s hard to say whether I inherited it or acquired it being Bernie Greenberg’s son.”

He took away some specific lessons from his father’s experience as dean during the turbulent early 1970s, when there was much anti-establishment sentiment.

He said of his father, “He worked very hard during this time to be perceived for his true values, for promoting equal opportunity, for helping the underserved population.”

Especially where there are differences of opinion or emotional issues, solutions are not quick,” he says he came to understand. “You have to be persistent and consistent. You have to listen a lot. It’s important for people to be heard and to allow them to feel they’re engaged in the decision-making.”

Ray Greenberg took the lesson to heart. Colleagues like Larry Mohr say he is a leader who lets people know he’s heard them. “He has done a remarkable job in putting together very creative collaborations that have really had a multiplier effect, a synergistic effect in enhancing the effectiveness of what we’re doing here,” Mohr says.

“We don’t have a lot of advantages in South Carolina,” Greenberg says. “But our recent ability to partner effectively — I hope that will be an important legacy.”

— BY KATHLEEN KERANS

Weedon continued from page 19

“The two real professional loves of my life are veterinary medicine and education. Nothing gives me more pleasure than to see a student ‘get it,’” he says, adding that he’s been thrilled to see his students go on to experience success in the veterinary and public health fields.

Weedon was appointed to New Hanover County’s Board of Health in January 2005—while still completing his MPH—and in 2007 was elected vice chairman. He is also a board member of the Southeastern Public Health Leadership Institute, a program administered by the School’s North Carolina Institute for Public Health (see page 7).

Weedon and McNeil now organize an annual public health forum for the local veterinary community on specific issues like rabies awareness. Most recently, he has spearheaded an effort to monitor the quality of the county’s water supply, an endeavor involving the New Hanover County Health Department, the County Commissioners, and UNC-Wilmington. “We’ve ruffled some feathers,” he admits. “Learning how to play the political game has been an important aspect of my education, because you may know how you think it should be done, you may know how you want to do it, but getting elected officials to see what you see can be a challenge.”

Weldon foresees many more opportunities for leadership, given his particular interests and skills developed through the four separate UNC School of Public Health programs he’s completed. “Of the top eight infectious bioterrorism agents,” he notes, “seven of them are zoonotic diseases (transmitted between animals and people) — bird flu, tularemia, West Nile virus, anthrax, botulism, Ebola and plague.

“This illustrates the importance of veterinary medicine being involved in the public health community,” he says. “Ultimately, I’d like to finish my career doing something at the state or federal level, perhaps in policy development or bioterrorism preparedness — something that would impact a larger section of the population. When the right thing comes along, I’ll know it, and I’ll jump on it.”

— BY PAUL FREELICK

Perhaps the strongest definition of leadership that emerged from our research was that leaders who lead by example are inspiring.

“I think the one true form of leadership is leadership by example,” says Dr. James Porto, distilling assistant professor of health policy and administration and director of the School’s Executive Master’s Program.

“You don’t become a leader by holding a certain position — leadership has to be earned. And it starts with self-leadership,” which is self-discipline and self-management. That’s manifested by success, but also by how a person handles failure. Socrates summed it up: “Know thyself!”

So read on about our alumni, faculty and students in this issue of Carolina Public Health. We hope you’ll be as inspired by these stories of leadership as we are. — BY ROD GARDNER

aspire

facilitate

cooperate

Dr. Thomas Ricketts, left, professor of health policy at UNC-Chapel Hill, is an avid bicyclist who has successfully completed amateur stages of the Tour de France. As director of the N.C. Rural Health Research Program, Ricketts’ research focus is the study of North Carolina’s health care work force distribution and its effect on access to care and the health status of North Carolinians.

Dr. Raymond Greenberg

Dr. Michael Weedon