

PUBH 791
CORE PRINCIPLES IN PUBLIC HEALTH LEADERSHIP
Syllabus Part One: Objectives, Requirements, Evaluation

COURSE DESCRIPTION

Core Principles in Public Health Leadership introduces students to major theories and concepts of leadership, ways of applying these to public health issues requiring leadership, and provides an opportunity for students to develop skills and resources for further developing their own and others' leadership. Core Principles in Public Health Leadership investigates major theories, models and competencies of leadership, current public health issues and challenges, ethical issues, and approaches to change and leadership at the individual, team, organizational and community level.

COURSE GOALS AND OBJECTIVES

This course is designed to complement the on-site Leadership Seminar, PUBH 790, in the development of leadership understanding and skills. The broad goal for this class is to further facilitate the process of students assessing and addressing their own and others' leadership development needs using the course content and classmates' leadership insights. Improvement of leadership skills in public health professionals, in turn, will increase the likelihood of population and community health improvement. The course is designed, more specifically, to assist students to:

1. Compare and contrast their own definition of leadership with various differing theoretical perspectives and subsequently refine their perspective accordingly
2. Describe and illustrate major theoretical approaches to leadership using examples from leadership practice
3. Identify and describe effective approaches to current issues in leadership practice such as diversity, women's leadership, global and cross cultural leadership issues, and collaborative leadership
4. Define ethics and apply ethical frameworks to leadership issues and decision making
5. Identify and be conversant with key current and future challenges to public health leadership as explicated in the IOM report, The Future of the Public's Health in the 21st Century
6. Explain the key leadership competencies and their significance
7. Describe principles of effective leadership communication and storytelling
8. Identify models for organizational diagnosis and utilize their selected model to analyze leadership issues in their organization
9. Describe their conception of the change process and illustrate how to successfully apply it in an organization
10. Explain stages of team development and skills and activities they will utilize in order to more effectively manage and lead teams
11. Identify key skills and approaches involved in effectively leading without formal authority in inter-organizational and community settings
12. Explicate how they will use concepts and tools from this course to further develop their own leadership skills as well as the skills of those who work with them in their organization

Principal Texts for the Class

First Required Text:

Leadership on the Line: Staying Alive through the Dangers of Leading, Ronald Heifetz and Marty Linsky. Harvard Business School Press, 2002. Available new or used through Amazon.com and other on-line book sellers

Second Required “Handbook” for Class: Choose One of the Two Texts Below:

The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Ronald Heifetz, Alexander Grashow and Marty Linsky. Harvard Business Press, 2009. A “handbook” for the implementation of adaptive leadership practices when leading “without authority.”

OR:

Real Leadership: Helping People and Organizations Face their Toughest Challenges. Dean Williams, Berrett-Kohler Publishers, Inc. 2005. A “handbook” for using adaptive leadership from a position “with authority.”

Several individual assignments will be based on work from these handbooks, so carefully select whether you are more interested in developing your ability to lead with or without authority.

Highly Recommended Supplemental Leadership Texts

Leadership without Easy Answers. Ronald Heifetz, Belknap Press, 1998. Available through Amazon.com. If you like Heifetz and want more in-depth theories and examples (although dated) of his work this is excellent.

The Leadership Experience, 4th Edition. Richard Daft, R. 2007. Cengage Learning. Short self-assessment tools analyze your leadership strengths/weaknesses. Used, international student version for a reasonable price on Amazon.com

Public Health Leadership. Louis Rowitz, 2013 Jones and Bartlett The classic book of modern public health leadership.

Other recommended and supplemental leadership readings and resources will be noted in each of the lessons.

METHODS, RESPONSIBILITIES, EVALUATION

This course is composed of an introductory lesson, and three modules each of which contains four lessons, for a total of 13 lessons. The major methodology for learning consists of weekly reading assignments and narrated PowerPoint lectures on Sakai. Based on this leadership material, both individual and team work assignments will be submitted according to the course schedule. The primary methodology will be team discussion, synthesis, and joint creation of a meaningful product that reflects the team’s understanding and application of the leadership material. Each team organize itself for each lesson, assigning the facilitator, developing a work schedule and plan for discussing the material and assigned questions. This facilitation role should be used as a learning opportunity; after each lesson facilitator must submit a one to two

paragraph reflective summary of their assessment of the team process and how that affected team performance.

Evaluation of team deliverables will be made by the instructors on some assignments and on others by the other teams in the class. Each team will be given a grade on each of their deliverables. A more detailed description of how this will operate can be found in the “**Group Discussion Guidelines**” document found in the Syllabus section.

In addition, peer evaluation will be collected at the end of the first module and after the second module is completed. Individual assignments in the course include a “This I Believe” statement, the description of your “personal best” and “personal worst” leadership experience, a leadership book report, your definition of public health leadership, an individual leadership development plan, and your description of your application of handbook strategies to leadership issues you are facing or anticipate facing. Individual grades will be assigned for each of these deliverables. Extra Credit work will be available for those desiring for both learning and to improve the grade. A more detailed description of the assignments will be found in the Syllabus section.

See the **Assignment Schedule** document in the Syllabus section for the detailed schedule of lectures, readings and assignments

HONOR CODE

While the *Instrument* is continuously amended to address new circumstances and challenges, it remains the foundation of the system of student self-governance. For more than 130 years, Carolina students have pledged not to lie, cheat, or steal. Students enjoy a great deal of freedom at Carolina and have been entrusted to hold each other accountable for maintaining a just and safe community. As such, students hear and decide all alleged cases of conduct and academic integrity violations.

The Honor Code is found in a document known as the [*Instrument of Student Judicial Governance*](#). The Instrument is the University's official document containing the rules and regulations that guide the Honor System. The list of prohibited conduct and the possible sanctions given by the Honor Court can all be found in the *Instrument*. This document also includes information on the rights and responsibilities of all members of our community to the Honor System and under the Honor System.

ORIENTATION ASSIGNMENT: Read The UNC Honor Code at <http://instrument.unc.edu>

IMPORTANT REMINDER:

Individual assignments must have the honor code pledge on the cover or last page. Assignments without the honor code pledge will not be graded. Additionally, your individual contributions to team assignments must represent your work and input.

Honor Code Pledge: "By including this sentence, I acknowledge that I understand that the Honor Code applies to this assignment and that further, I attest that I have neither given nor received help in completing this project."

Valuing Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences other have had, and (2) factors related to "diversity of presence", including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

This class follows principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Technical Support

If you need technical support during the course, there are a number of technical support options:

General Computer Help: Contact UNC ITS Help Desk

The UNC Information Technology Services (ITS) department provides technical support 24 hours per day, seven days per week.

General computer help refers to problems with computer hardware and printers, problems connecting to UNC, and problems with software (RealPlayer, Adobe Acrobat Reader, etc.).

If you need general computer help, please contact the ITS Help Desk by phone at **919-962-HELP (919-962-4357)**, by email at help@unc.edu, by visiting their web site at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

Course-Specific Help: Contact Course Instructor

The course instructor can provide help with course-specific technical problems.

Course-specific technical problems refer to finding broken links or missing elements on course pages, trouble accessing course materials, etc. If the course instructor is not able to resolve the problem s/he will forward your request to the ITS Help Desk and they will respond to you as soon as possible.

When sending the course instructor an email requesting technical help, please type **TECHNICAL HELP** in the subject line of your email message so that s/he can respond quickly. Also, include a detailed description of your problem, including the page(s) where you encountered the problem, your phone number, preferred email, and the best time to reach you.