Public Health Leadership Program (PHLP);
Gillings School of Global Public Health
The University of North Carolina at Chapel Hill

PUBH 790 - Fundamentals of PH Leadership: Leadership Intensive Workshop
Spring 2015

When:  Residential Intensive: January 4-6, 2015
       Online Learning, January 12–April 15, 2015
       Online course evaluations open: April 18 – May 2, 2015

Where:  Intensive: McGavran-Greenberg 2nd floor
        Lectures:   Online via Sakai
        Readings & Assignments:  Online via Sakai

Faculty:  David Steffen, MSN, DrPH
          (919) 843-5567
don עסקים@email.unc.edu

Credits:  2 credit hours

Prerequisites:  None.  This is a required course for Public Health Leadership Certificate and
MCH Focus Area Public Health Leadership MPH students.  Others require permission of
instructor to enroll.

Format:  Lectures, readings, discussion, interactive exercises, Sakai sessions.

This course is designed to further students' understanding of leadership and of their leadership
skills and style through two major formats: an on-site intensive workshop and a semester-long
online seminar. During the onsite 3-day workshop, students will have the opportunity to
develop personal definitions of leadership and use several leadership assessments to
understand various aspects of their leadership styles, including the Myers-Briggs Type Indicator
(MBTI), FIRO B, and the Change Style Indicator. Upon completing the workshop, students will
engage in an online seminar featuring lectures, readings and assignments via Sakai. Seminar
activities can be tailored to individual interests in enhancing leadership skills in regard to self,
working with and through others, and affecting broader systems in Public Health. Students will
engage periodically with the instructor and peers throughout the semester to further guide
individual and group reflection, discussion, and application of new information and insights.

PUBH 790 addresses the most crucial skills for leaders today, particularly for leaders in non-
profit settings such as public health. It helps lay the foundation for the issues in other Public
Health courses and is designed to provide insights to help the student effectively manage
leadership and interpersonal issues around economic, social, cultural, educational and health services factors that influence the health of the population of women, children and families.

At the conclusion of this course, students should be proficient in the following course objectives:

**Course objectives:**
- Describe your unique leadership style, including what might serve as assets or hindrances to you.
- Develop a definition of leadership for public health.
- Create an actionable individual leadership development plan that guides your educational program and leadership practice.
- State 3 actions that support an organizational culture that embraces varying skills and perspectives to fully capitalize on team member contributions.
- Cite 3 steps leading to more effective communication with others.
- List 3 actions leading to more effective interaction with others.
- State 2 action steps that create a context for dialogue which develops values, beliefs, ethical norms and alignment for action.
- Describe how behaviors in organizations are “read” by others and link that to the impact on their leading and managing style.
- Describe 3 of the major factors motivating people at work and relate that to your leadership and management style.
- Analyze a situation and create different communication strategies to promote change around an issue in public health.

**Goals for the Intensive:**
- To provide an opportunity for students to better know themselves, their individual preferences and values, and then articulate and discuss the implications—both positive and negative—of this self-knowledge for their leadership style, goals and objectives.
- To provide students an opportunity to become familiar with each other and to build a network with other health professionals and leaders.
- To review definitions and theoretical frameworks for leadership that allow students to assess their current leadership knowledge, competencies, and attitudes.
- To help students understand their unique leadership style and how this helps them and hinders them.
- To meet and dialogue with current health leaders to explore their current challenges and issues.
- At the conclusion of the intensive, help students develop a preliminary Individual Leadership Development Plan (ILDP) that emphasizes a focus on their strengths and weaknesses

**Cross-cutting competencies:**
Leadership is one of the essential cross-cutting competencies for interdisciplinary public health professionals and defined by the UNC SPH as including the following:

**Leadership**
- Demonstrate basic team building, negotiation, and conflict management skills
- Create a climate of trust, transparency, mutual cooperation, continuous learning, and openness for suggestion and input with co-workers, partners, other stakeholders, and/or clients
- Exercise productive organizational, time-management and administrative skills

This course also supports the development of several additional UNC SPH cross-cutting competencies:

**Systems Thinking**
- Respond to identified public health needs within their appropriate contextual setting

**Communication and Informatics**
- Engage in collective information sharing, discussion and problem solving

**Diversity and Cultural Competency**
- Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region and social class)

**Professionalism and Ethics**
- Apply evidence-based concepts in public health decision-making

**Course Requirements:** Teaching and learning are interrelated. Both instructors and students are expected to be active participants in this course. The faculty have designed and will lead the Intensive program; they have also created the online leadership series as a core of stand-alone individual sessions to facilitate student learning. The student’s responsibility as a learner is to engage with the course ideas, to come to the Intensive/online sessions prepared to reflect, participate, and to understand oneself and others more effectively.

**Attendance.** The Graduate School and the Department expect students to attend class by contributing to online discussion groups as well as other scheduled communication forums. To the extent possible, please inform the instructor if you know ahead of time that you will not be able to participate in a particular activity. Due to the nature of the leadership Intensive, no portion of that program may be missed.

**Required readings.** Journal articles and other readings will be made available through Sakai. Recommended reading will be suggested from time to time for students who wish to
pursue selected topics in depth. Students are encouraged to share other helpful resources with the class.

**Written assignments.** There will be three written assignments this semester and one selection and sharing of a leadership article online. Papers should be a minimum of 800 words and will only in exceptional situations exceed a maximum of 2000 words, double-spaced, with 1” margins, unjustified on the right. The font size must be 12. Please clearly identify your paper as coming from you, if you email or drop it off in person.

**Paper 1: Reflections on the Leadership Intensive.** Instructions for the Reflective Paper as well as an example Leadership Intensive Reflection Paper were given out in the Intensive workshop and should be available on the 790 Sakai site.

**Papers 2 and 3: Reflections on online modules.** You must view at least 10 of the online modules; you may choose those most pertinent to you and your interests. The two reflection papers are to discuss what you learned in the modules and how they relate to your experience, goals, understanding of leadership, etc. Please feel free to note where you still have questions after viewing the lectures as well. Each paper should present your reflections on at least 4 of the modules. For example, you might reflect on 5 modules in each of two papers, or 4 modules in one paper and 6 in your second paper. You may include more than the required 10 if you wish.

**Sharing of Excellent Leadership Article online:** Each student must identify a meaningful leadership article that they consider useful to their leadership practice. This can be a new or an older article, but if it is older than 2010 it should be a classic. Students are required to post their article and their description of its relevance to their leadership practice in the appropriate thread on the class discussion board.

Papers are due to the instructor by email at **4:30 pm (EST)** on the following dates. Papers submitted late will lose points:

- Paper #1: January 31, 2015: 20% of course grade
- Paper #2: February 28, 2015 or earlier: 15% of course grade
- Paper #3: March 30, 2015 or earlier: 15% of course grade
- Article Sharing: April 15 or earlier 10% of course grade

The theme of these papers is about reflection and relating the information presented to your perspective and life experience. This course is about you, your skills, yourself awareness and your tools for leadership. It is not about doing intensive literature reviews, although you are welcome to do that if it supports your understanding and growth. Should you cite research articles, please follow the formats and citation styles for written assignments based on “What AJPH Authors Should Know” from the *American Journal of Public Health*. In addition, information about citing electronic
resources (Vancouver style) is available at the following URL:  

Final course grade:  30% on retreat participation  
50% on 3 reflection papers 2 of which are based on online lecture series  
10% on responses to online lecture series and discussion board postings.  
10% on your excellent leadership article sharing (via class discussion  
board) of relevance and utility

Recitation groups/Discussion boards:

**Purpose:** Recitation groups/discussion boards are designed to foster opportunities to  
explore in depth a topic of interest to group members, learn among a group of peers,  
and practice providing constructive feedback to peers.

**Logistics:** The group will organize to meet online. Discussion boards will be provided on  
the Sakai website.

**Product:** This semester groups will explore topics to enhance development of course  
competencies, using questions and issues generated by the class or by the instructors.  
You may post a new thread on the Discussion Board at any time during the semester.  
Students will have the opportunity to lead these discussions. You must post thoughtful  
contributions at least 3 times during the semester to qualify for points for this  
component of the course.

**Course grading:** The instructor(s) will use a 100-point system to determine student grades.  
There will be three areas of evaluation; here is how the points will be awarded:

I. Intensive participation:  30- points

II. Reflection papers:  50 points divided as follows:  
   Reflection paper- post workshop  20 points  
   Reflection paper of online modules I  15 points  
   Reflection paper of online modules II  15 points

III. Online class participation:  10 points

IV. Leadership Article sharing  10 points

Extra Credit: Description of < one page MBTI “T” and “F” pitch for change  5 points  
The final grades will be based on the following scale:  
H ≥ 95, P+ = 85-94, P = 75-84, L = 65-74, and F < 65.

**Course evaluation:** There will be three evaluation methods. One is a standard University  
evaluation form that is distributed electronically by the university. The second is a set of open-  
ended and rating questions specifically addressing the form and content of the Intensive course
that will be distributed at the end of the session. You will also be given a form to fill out at the end of the semester. We always want to hear from you on how we can make this course more effective for you. Please feel free to contact Dr. David Steffen with your feedback.

**Student honor code:** The UNC honor code ([http://honor.unc.edu/](http://honor.unc.edu/)) will be in effect in this class. In the case of specifically identified group assignments, students are encouraged to study together. If you have questions about appropriate behavior regarding the honor code, check with the instructors.
## PUBH 790: Fundamentals of Leadership
### SPRING Semester 2015 Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit Dates</th>
<th>Title</th>
<th>Lecture Time</th>
<th>Lecturer</th>
<th>Assignment</th>
<th>Due</th>
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<td>Onsite</td>
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<tr>
<td></td>
<td>Onsite</td>
<td>Jan. 4-6, 2015</td>
<td>PHLP Leadership Intensive Workshop</td>
<td>Claudia Fernandez &amp; David Steffen</td>
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<tr>
<td>1-4</td>
<td></td>
<td>Spring Semester Classes Begin</td>
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<td>4</td>
<td>Jan 11 to Feb 15</td>
<td>Classes officially begin. Reflections on the Intensive Leadership Workshop</td>
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<td>5-8</td>
<td>Feb 15-Mar 14, 2015</td>
<td>Complete and turn in paper (1/31/15)</td>
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<td>Paper #1 Due</td>
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<td>5-8</td>
<td>Feb 15-Mar 14, 2015</td>
<td>Review online modules</td>
<td>(Varies: 20-35 minutes)</td>
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<td>4:30 pm (EST)</td>
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<td>5-8</td>
<td>Feb 15-Mar 14, 2015</td>
<td>Prepare Reflections paper based on Online Modules</td>
<td>(Varies: 20-35 minutes)</td>
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<td>Paper #2 Due</td>
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<td>8</td>
<td>March 15, 2015</td>
<td>Participate in online discussion</td>
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<td>4:30 pm (EST)</td>
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<td>9-12</td>
<td>Mar 15-Apr 14, 2015</td>
<td>Review online modules</td>
<td>(Varies: 20-35 minutes)</td>
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<td>Paper #3 Due</td>
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<td>9-12</td>
<td>Mar 15-Apr 14, 2015</td>
<td>Participate in online discussion, Review online modules and/or articles</td>
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<tr>
<td>12</td>
<td>April 15, 2015</td>
<td>Leadership article due in class discussion board- includes relevance and utility of article .paper-due (4/20/15)</td>
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<td>Leadership Article Due</td>
<td>4:30 pm (EST)</td>
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Spring Semester Classes End April 20