

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

PUBH 793 – Principles and Practice of Global Public Health Leadership

Online Course - Summer 2015

Instructor

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Syllabus Part I: Objectives, Requirements, Evaluation

Course Description

PUBH 793 is one of the first required courses in the online Global Public Health Leadership Master's of Public Health Program. As such it is designed to set the stage for the exploration of leadership at every level, within the context of a global health perspective. A major emphasis of this course is to provide a strong theoretical foundation to support and extend effective practice of leadership in a variety of cultural settings. The Globe Study of global leadership will be extensively used as a resource for identifying commonly accepted and rejected styles of leadership in various countries. Improving population health in one country is increasingly dependent on the relative health of other countries of the world, their residents, and what they produce. This interdependence and lack of absolute authority require leaders to "lead without authority" and use influence rather than power. Emotional intelligence, EQ, and Global intelligence, GQ, provide the listening skills and empathy needed to understand the needs of others and collaborate with them on leadership efforts.

This course will make broad use of current events with a leadership relevance across the world, emerging global challenges both strategic and ethical, and will make extensive use of actual global issues the students face presented using the case study method. During this ~10 week course 10 different topics will be covered. Two significant cases will be used to demonstrate real global health issues and how they might be approached them.

During the course of this course students will:

Identify, reflect upon, and articulate their core beliefs and leadership journey to date

Investigate, then commit to a position on major global health issues and opportunities

Arrive at their latest definition of global leadership and clearly articulate that definition

Describe major global health care and public health issues, both from a theory and practice

Study and select their own approach to individual and organizational ethics both domestic and international settings

Learn techniques that lead to self-awareness, “mindfulness,” reflection on meaning of behavior, self-care, and emotional intelligence

Explain how to ameliorate the potential difficulties and benefits of leading diverse global teams

Explain and practice cultural humility and excellent communication

Explain the process of change, including management and leadership’s role in it

Learn to scale-up leadership from the individual, team, organizational, inter-organizational and community levels

Describe the differing attitudes and beliefs regarding leaders from country to country and region to region and the implications for working with them

Principal Texts for the Class

There are no required books for this course. Readings will be available electronically through the UNC Libraries.

Highly recommended books include:

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

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.”

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.”

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

The major methodology for learning consists of weekly reading assignments, individual student interacting with subject content in a variety of formats material, and individual reflection. Based on this leadership content 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 organizes 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 the facilitator must submit a one to two paragraph reflective summary of their assessment of the team process and how that affected team performance. There will be two significant cases that will each span at least 3 weeks of the class. It is important to be particularly prepared to stay up with the case as it will move along quickly and need your response as a team.

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 improvement of their 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

GROUP EXERCISES (GROUP PAGES). For the Group Exercise Assignments, please incorporate the following activities into your group's work flow.

As a Group and at the beginning of each module:

- Assign a Facilitator (or two) for the Group Exercise.
- Develop an Action Plan on how to respond to the group assignment – eg. when the readings should be completed, when posting should begin, expectations on how often group members should check the board, etc.
- Please note that it is our expectation that each member will participate fully in a robust dialogue and ethical discussion.
- One to two people from each group will need to volunteer to summarize your group's discussion of the exercise, including clear identification of the ethical issues, salient points of the discussion including opposing views, how the conflict should be resolved and what an implementation plan should be
- NOTE: Individual efforts and workloads within teams may be unequal from one Group Assignment to the next. It is the responsibility of each group to devise an equitable work plan.

For each module:

Submit the completed assignment on Sakai under the Assignment folder by the due date. Use the following naming conventions. For group assignments, use a combination of your group number and the assignment name. For individual assignments, use a combination of your ONYEN username and the assignment name.

SAKAI DISCUSSION FORUM & CASE STUDY ASSIGNMENTS (GROUP PAGES)

For the Case Study Assignments:

1. Read required materials
2. Individually answer the questions posed on the discussion forum.
3. Engage within your group in a robust dialogue and constructive ethical Discussion about leadership.

HONOR CODE

While the *Instrument of Student Judicial Governance* 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.

GRADING

Your final grade will be based on a combination of individual assignments, group assignments, and your participation as follows:

Individual grade components (30%):

- 2 Quizzes of 5% each (10%)
- 4 Written Assignment of 5% each (20%)

Team grade components (70%):

- Group facilitation (10%)
- Forum participation as a Team (10%)
- Team deliverables including the Case study (40%)
- Team critique of the work of the other group (10%)