

## **Public Health Leadership Program (PHLP);**

Gillings School of Global Public Health

The University of North Carolina at Chapel Hill

### **PUBH 791**

#### **CORE PRINCIPLES IN PUBLIC HEALTH LEADERSHIP**

Syllabus Part I and Part II: **Course Objectives, Requirements, Evaluation,** and

Syllabus Part II: **Lessons and Readings.** See also:

Syllabus Part III: **Week to Week Schedule and Assignments-** found on the Sakai site for 791

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#### **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, community, and global levels.

#### **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 their own and their classmate's leadership insights. Improvement of leadership skills in public health professionals, in turn, will increase the likelihood of community and population 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, particularly noting adaptive leadership
3. Identify and describe effective approaches to current challenges in leadership practice such as diversity, women's leadership, global and cross cultural leadership issues, and collaborative and collective 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 first explicated in the 1988 IOM report, *The Future of the Public's Health in the 21st Century*, and subsequent Institute of Medicine reports reiterating and expanding upon the 1980 report.
6. Explain the key leadership competencies and their significance.
7. Speaks to the public health leadership opportunities in collaborating with health care systems pursuing the triple aim which emphasizes quality, patient centered care, and population health.

8. Describe and practice the principles and practice of effective leadership communication including electronic media, social media and storytelling and narrative.
9. Identify models for organizational diagnosis and utilize their selected model to analyze leadership issues in their organization
10. Describe their conception of change processes and illustrate how to successfully apply them in their own team, organization, community, and personal/professional life.
11. Explain normal stages of team development and skills and activities they will utilize in order to more effectively manage conflict and lead teams
12. Identify key skills and approaches involved in effectively leading without formal authority in inter-organizational and community settings
13. Values Appreciative Inquiry, Positive Organizational Studies, and Positivity; describes how they maintain successful work-life balance.
14. Explicate how they will use concepts and tools from this course to further develop their own growth and learning in leadership skills as well as the skills of those who work with them in their organization

### **PRINCIPAL TEXTS FOR THE COURSE**

#### **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 positional 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,” for example, when directly or indirectly supervising in an organization.”

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 or 5<sup>th</sup> Edition.** Richard Daft, R. 2007, 2010. Cengage Learning. Short self-assessment tools analyze your leadership strengths/weaknesses. Used, international student version for a reasonable price on Amazon.com The newest edition of the Daft text is always incredibly expensive.

**Public Health Leadership.** Louis Rowitz, 2013 Jones and Bartlett The classic book of modern public health leadership which defines leadership as “creativity in action.” 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 reading or listening to content material on an important public health leadership topic, followed by individual reflection and team/group discussion, synthesis, and joint creation of a meaningful product that reflects the team’s understanding and application of the leadership material.

Each team will organize itself for each lesson, assigning a facilitator, developing a work schedule and plan for discussing the material and answering assigned questions. This facilitation role should be used as a learning opportunity for every team member; after each lesson facilitator must submit a one to two paragraph reflective summary of their assessment of the team process, their role and effectiveness as a facilitator, and how their facilitation affected team member responses and overall team performance. Note well, THIS IS NOT A DISCUSSION SUMMARY- it should focus on the process of the group this week and your effectiveness/efficiency as a team and a facilitator.

**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
- description of your “personal best” and “personal worst” leadership experience,
- description of your application of adaptive leadership handbook strategies to leadership issues you face
- writing a convincing public health narrative or story
- answering questions regarding a case study in public health leadership
- leadership book report,
- your definition of public health leadership and why it might have changed,
- individual leadership development plan.

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 their grade. An opportunity to earn credit through the discussion of current events and leadership pertinent to public health leadership. 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 week by week 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.

### **Leadership Sauce**

The use of a metaphor for the diversity and inclusion that we wish to aspire to in this course is that of a "leadership sauce." Each leader in this class will be expected to contribute his/her own unique perspective and experiences to the shared class cook pot. Every person's ingredient will add to and change the sauce and strengthen themselves, yet each ingredient-while adding to the overall taste- will also retain its essential nature even after mixing significantly with the other ingredients. The instructor aspires to be a chef who will flavor the mixture with the most complementary spices and herbs, blending and heating the mixture to bring out the best, richest flavor possible. As in community

leadership processes, there must be an openness to exchange and growth with the hope of synergistically catalyzing something greater the sum of our individual parts, while assuring that no one is asked to forfeit any essential part of themselves in the process.

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.