

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

**PUBH 790 - *Fundamentals of Public Health Leadership***  
**Spring 2016**

**When:** Residential Intensive: March 18-20, 2016, Friday-Sunday  
Online Learning, January, February and April, 2016

**Where:** Intensive: Friday Center Highway 54 and Meadowmont Lane  
Lectures: Online via Sakai  
Readings & Assignments: Online via Sakai

**Faculty:** **David Steffen, DrPH, MSN**  
(919) 843-5567  
[dsteffen@email.unc.edu](mailto:dsteffen@email.unc.edu)

**Credits:** 2 credit hours

**Prerequisites:** None. This is a required course for Public Health Leadership Certificate and 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 and discussion group. 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. In preparation for the workshop, students will engage in an online seminar featuring recorded lectures, readings and assignments that will start to answer the question, "Who am I and how does that affect my strategies for public health leadership?" Likewise, after the retreat additional online learning and seminar activities will be used to tailor your 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 and governmental 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.

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, values, strengths and weaknesses, 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, unless make-up work has been approved in advance of the retreat in lieu of other requirements.

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. 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 pre-reading and five TED Talks for the Leadership Intensive/Retreat on Sakai .** You will identify what you have learned about yourself and your leadership and followership approach through the course content before the Retreat, and identify the key challenges you believe that you face. What has caused you pause and stimulated you to stop and reflect? What piqued your emotions/caused you to feel more strongly about something than you thought you might? What surprised you? The paper should end with a series of questions that you would like to have answered through the Retreat experience or other methods of inquiry.

**Paper 2: Reflections on the Leadership Intensive/Retreat.** Instructions for the reflective paper as well as an example Leadership Intensive Reflection Paper will be given out in the intensive workshop and will be available on the 790 SAKAI. They involve documenting your assessment scores, making sense of them, and sharing your definition of leadership, and your initial take on an Individual Leadership Development Plan (ILDP). Instructions for and an example of a suitable Leadership Intensive Reflection Paper are given out in the Intensive workshop and will be available on the 790 Sakai site.

**Paper 3: Reflections on online modules.** After the Retreat, you must view at least 10 of the online modules; you may choose those most pertinent to you and your interests. The reflection papers are for you to discuss what you learned and was meaningful 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. Your paper should present your reflections on at least 5 of the modules, although you can read more. You still are required to view 10 modules and you should list at least five other modules that you studied on the paper to document your fulfillment of this task. For most people this is accomplished very easily.

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

- #1 March 10, 2016: 15% of course grade
- #2 April 1, 2016 or earlier: 20% of course grade
- #3 April 28, 2016 or earlier: 15% 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: <http://www.library.uq.edu.au/training/citation/vancouv.pdf>

Final course grade: 30% on retreat participation  
50% on 3 reflection papers 2 of which are based on online learning modules, articles and class discussion  
10% on responses to online lecture series and discussion board postings.  
10% on a relevant leadership article you find and post online

#### **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:** 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.   | <b>Intensive participation:</b>                    | 30 points                     |
| II.  | <b>Reflection papers:</b>                          | 50 points divided as follows: |
|      | Reflection paper- <b>pre workshop</b>              | 15 points                     |
|      | Reflection paper of <b>On-site Retreat</b>         | 20 points                     |
|      | Reflection paper of <b>online modules I</b>        | 15 points                     |
|      | <b>Or TED Talks</b>                                |                               |
| III. | <b>Online class participation:</b>                 | 10 points                     |
| IV.  | Selection and posting of <b>leadership article</b> | 10 points                     |

This should be an article or Talk that you have discovered that you feel would augment and complement a student's experience in this class and might be included in pre-reading or post-reading for the Intensive. Please post on the discussion board and send to the instructor by email by the end of the class

**V. Extra Credit**

**10 points**

Using Voice Thread, explain in conversational, layperson's terms, what the important aspects of what public health leadership does, in other words, if your sibling or friend or a neighbor asked what it is what you are trying so hard to accomplish, "What do you call it, 'public health leadership'?" - how would you respond in a few minutes? Please record your response by April 15 and post it in the appropriate discussion thread for extra credit Voice Threads and comment on others' Voice Threads on this topic.

**Student evaluation of Course:** 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 David Steffen with your feedback.

**Student honor code:** The UNC honor code (<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.

### **The Leadership Intensive Workshop**

**Course Instructors:** David Steffen

**Advance work:**

Students will be enrolled in the SAKAI site and given access to a website link for completing the following three instruments: Change Style Indicator (CSI), Myers-Briggs Type Indicator (MBTI), and the Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) assessment tools. We will use these tools as stimuli for personal insight rather than any definitive or limiting assessment of one's skills or abilities or potential – these merely attempt to try and provide possible categorization and ways of understanding what your responses provided. You are the final arbiter and end-user of your scores. They represent just a slice of the complex personality and rich experiences you possess.

The MBTI is one of the most widely used personality inventories in the world, because of its ability to identify individual preferences that affect one's leadership approach. This

seminar uses the MBTI Step II which offers more in-depth information than the standard MBTI.

- The FIRO-B is an assessment that looks at people's personality and behavior in 3 categories - Inclusion, Control and Relationships. We will also relate this to leadership issues, as well as to the MBTI.
  - To access these instruments, you will be given an instructions sheet (electronically). You can follow those instructions or follow there here:
    - Go to this website: <https://online.cpp.com>
    - Enter the following case sensitive Login: UNCPHLP
    - Enter the following case sensitive Password: GOTARHEELS
    - Complete both the MBTI Q and the FIRO B. These should be the only instruments visible to you.
- The Change Style Indicator (CSI) helps one better understand your preferred style in leading and responding to situations involving change.
  - In order to access the CSI you must use the pin and follow the instructions that will be sent you in a separate email.

## Partial List and Description of Online Modules Available:

**Note:** *You will be selecting 10 topics from these online modules (and several others not listed here) in order to do your final paper. Several of the modules will also be assigned as Retreat pre-reading, for example, Leadership Theory, Adaptive Leadership, Understanding Mentoring, Coaching and Leadership, as well as Employee Motivation.*

### **Emotional Intelligence in the Workplace**

Traditional training does a very good job at preparing professionals with the requisite “hard” technical skills they need to have in order to manage professional practice. But most traditional training programs don’t excel at teaching that other critical ingredient, the *soft skills*. Yet problems with soft skills are one of the major factors behind career derailment today and are crucial for cultural competence. These include an array of emotional and social capabilities, competencies and skills that influence one’s ability to succeed in coping with the demands and pressures of life. This session addresses the most commonly identified soft skills and explore those most closely related to success at work.

**Required** reading with this program

Fernandez CSP. Emotional intelligence in the workplace. *J Public Health Manag Pract* 2007; 13(1):80-2.

Recommended reading:

Goleman, Daniel *Emotional Intelligence: Why it can matter more than IQ*. Random House, NY. 1995, 2005.

Stein SJ, Book HE. *The EQ Edge*. Multi Health Systems, Inc., Toronto, Canada. 2000.

### **Avoiding Group Think and Creating Thought Diversity in Organizations**

Much can be learned from the Bay of Pigs crisis or the Challenger Space Shuttle Disaster. Groupthink is a crippling organizational phenomenon that occurs when one or two people or personality styles dominate a group’s culture so completely that there is no room for those with other styles, perspectives, needs, or beliefs to get their ideas on the table. Organizations make narrowly defined choices when they select from a narrow field of options—which can lead to devastating results. This session presents characteristics of group think and several tools for instilling thought diversity into organizations.

Required reading with this program

Fernandez CP. Creating thought diversity: the antidote to *groupthink*. *J Public Health Manag Pract* 2007;13(6):670-1.

### **Managing Difficult Conversations: Strategies and Tools to Influence others in High Tension Situations.**

It is impossible to escape difficult conversations. As human beings we come to situations with different—and sometimes competing—concerns, needs, or desires. At times it can feel like there is no possibility of creating a win-win solution. These situations can be frustrating or

demoralizing for everyone involved. As a leader, it is crucial that you have the skills to artfully manage difficult conversations and bring about the best outcomes possible, given the situation. This session presents eleven of the most powerful tools to negotiation and alternative dispute resolution that you can apply to managing the difficult conversations you face.

Required reading with this program

Fernandez CP. Managing the difficult conversation. *J Public Health Manag Pract* 2008; 14(3):317-19.

Recommended reading:

Patterson K, Grenny J, McMillian R, Switzler A. *Crucial Conversations*. McGraw Hill, NY. 2002.

Patterson K, Grenny J, McMillian R, Switzler A. *Crucial Confrontations*. McGraw Hill, NY. 2005.

### **Employee Engagement: No-Cost Steps to Getting the Most with your Team**

Many leaders are shocked to learn that money fails to engage the team. This article will discuss the factors that influence employee engagement, differentiating it from mere employee satisfaction. Engagement relates to employee productivity and retention, which are themselves related to employee loyalty. The impact of factors such as providing development opportunities, good supervision, effective performance management and communication, and clarity about how employees contribute to results are discussed, as well as how to move low-engagement employees up the engagement ladder.

Required reading with this program

Fernandez CP. Employee engagement. *J Public Health Manag Pract*. 2007; 13(5):524-6.

### **Interviewing to hire right (and build your career): The Behavioral Event Interview**

This session addresses interviewing done right—and wrong—in organizations. Whether hiring a new team member or being interviewed for a career opportunity, the Behavioral Event Interview is a technique worth mastering. This session explains how to use Behavioral Event Interviewing when hiring a new employee and helps prepare for success with this style of interview when you are the candidate answering the questions.

Required reading with this program

Fernandez CSP. The behavioral event interview: avoiding interviewing pitfalls when hiring. *J Public Health Manag Pract* 2006; 12(6):586-589.

Recommended reading:

Spencer LM, Spencer SM. *Competence at Work: Models for superior performance*. John Wiley and Sons, NY. 1993

### **Developing Others**

Great leaders build great organizations by building a great team. Having a great team doesn't come about by luck. It means creating a culture of investing in people. Great leaders develop people. They build competency in an organization by building a deep bench of talented people

who are skilled, resilient, innovative, and capable of assuming leadership on projects, with teams, and with external stakeholders. All these things promote the Concepts, or ideas, the Competence, or the people, and Connections, or the relationships that make for competitive advantage. This session lays out a wide map of strategies for building individuals and teams.

No required reading with this program

### **Avoiding Leadership Derailment while Maximizing Leadership Success**

This session discusses several factors that impact a leader's success—or can derail either their success or their careers. It explores what gives an organization competitive advantage as well as the critical success factors that underlie organizational change. It looks in depth at the factors that derail those change efforts. The topic presents the select skills in which great leaders shine—and relate these to life-long learning and your leadership development. It present the seven problems that research shows are most likely to derail leaders at any level and address how the reader can learn and grow their own leadership skills.

No required reading with this program

### **When Positional Power Fails: The Power of Positive Personal Regard**

In organizations, there are several tools to motivate and engage employees. Some of these are related to positional power, which is the type of power granted by titles and line of authority in an organization. The other kind of power is personal power, or the power of positive personal regard. This is a tool to influence people and teams whether they are internal to your organization or whether they are an external stakeholder. This session discusses the factors that make up positive personal regard and how they play a role in motivating and influencing others.

Required reading with this program

Fernandez CSP. The power of positive personal regard. *J Public Health Manag Pract* 2007; 13(3):321-3.

### **Effective Advocacy and Communication (guest author: Vivian Dickerson)**

Communicating effectively during stressful situations requires sophisticated skills. This is particularly true when the message is a complicated one. This article presents strategies helpful for working with the press or during tense group conversations. Topics include how to deliver complicated, technical messages, motivational or persuasive messages, how to handle the hostile interview and how to deliver a message with which you personally don't feel comfortable.

No required reading with this program

### **Building a Learning Organization (guest author: David Steffen)**

Leaders today can't just build organizations that produce: they need to build organizations that *think*. Certainly, an organization needs to produce to survive in the short run, but it needs to *learn* if it is to survive in the long run. How can leaders create this learning organization? This session addresses balancing efficiency against effectiveness, how learning occurs in individuals,

teams, and across organizations, and what leaders need to do to transform their enterprise into a learning organization.

No required reading with this program

### **Understanding Mentoring, Coaching, and Leadership**

As a leader, it is all too easy to fall into the *problem solving trap*. Getting out of it means developing your team with the skills to solve their own problems. One way to build people's talents and skills is to capitalize on mentoring, coaching, and peer coaching. These strategies help transfer the skills from one valuable player to another as well as help people learn entirely new skills that can be tough to learn "on the job".

No required reading with this program

### **Leadership Theory**

Theories abound about what makes one a great leader. Just in the 20<sup>th</sup> Century alone there were more than a half a dozen major movements in the academic world that studies leadership. This session explores many of the most influential leadership perspectives. While no one theory has cornered the market on the "truth" they all have elements of worth to consider. The purpose of this session is to acquaint you with the theories, arguments, and perspectives of leadership to help guide your personal perspective on leadership.

No required reading with this program

### **Cultural Competence and Global Leadership**

Leaders in public health often find themselves working across cultural boundaries, both locally and globally. This module explores cultural competence and understanding differences among people from wide regions. It also combines the topic of "emotional intelligence" (or EQ) with "cultural competence" (or CQ).

No required reading with this program

### **Adaptive Leadership**

As a model of principled leadership, Adaptive Leadership is a crucial concept for addressing the most complex and controversial problems leaders face. This program will lead you through the theory, created by Dr. Ronald Heifetz and is an excellent companion to any of the three books available on the topic.

No required reading with this program

### **Social Marketing**

This module describes social marketing, how it is different from other marketing tactics, social marketing's place in public health, and looks at case studies of public health social marketing. This program presents a comprehensive view of the topic.

No required reading with this program

### **Peer Coaching**

This session describes the process of peer coaching in detail. It differentiates "curbside consultation" (telling people what to do) from using the peer coaching skills of reflective questioning to help a colleague come to their own understanding of the situation they face.

### **Creating Innovative Cultures**

Innovation is a critical key to success-but how do you help your culture become an innovative one? This session addresses the four components of innovation and gives specific strategies of how to promote each. While it links with the "FourSight Innovation Tool" having taken that instrument is not required for learning practical skills from this program.

### **MCH Primer: An Angle on MCH Systems (by Dr. Lew Margolis)**

The world of Maternal and Child Health consists of many interconnected parts. This session will help you understand how MCH systems are linked in the US. This program is hosted by Dr. Lewis Margolis of the University of North Carolina at Chapel Hill.

### Recommended Reading

1. Leadership without Easy Answers by Ronald A. Heifetz. 1994. Harvard University Press, Cambridge MA.
2. Leadership on the Line: Staying Alive through the Dangers of Leading, by Ronald A. Heifetz and Marty Linsky.2002. Harvard Business School Press, Boston, MA.
3. Crucial Conversations, Patterson K, Grenny J, McMillian R, Switzler A, McGraw-Hill, NY, 2002.
4. Crucial Confrontations. Patterson K, Grenny J, McMillian R, Switzler A, McGraw-Hill, NY, 2005.
5. Spencer LM, Spencer SM. Competence at Work: Models for superior performance. John Wiley and Sons, NY. 1993
6. Goleman, Daniel Emotional Intelligence: Why it can matter more than IQ. Random House, NY. 1995, 2005.
7. Stein SJ, Book HE. The EQ Edge. Multi Health Systems, Inc., Toronto, Canada. 2000.

PUBH 790: Fundamentals of Public Health Leadership

Spring Semester 2016 Course Calendar in Brief

8.

9.

Week	Unit Dates	Title	Lecture Time	Lecturer	Assignment	Due
	Jan. 12- March 15, 2016	Pre-workshop reading and Reflection, Assessment Tools complete by 3/10/16 and First Paper response turn in by (3/10/16)	Sufficient time to read, reflect upon and post comments on the Sakai discussion board site		Read Articles on Sakai site; discuss with classmates, complete Assessments, write pre-retreat reflection	<b>Tools complete March 10</b>  <b>Paper #1 Due: March 10 4:30 pm (EST)</b>
<b>Onsite</b>	March 18- 20, 2016	PHLP Retreat/Leadership Intensive Workshop begins at 8:30am Friday March 18		Lori Evarts & David Steffen	Think how you connect or fail to connect with others	
	<i>March 21 to April 1</i>	Complete and turn in Reflection on Workshop paper (4/1/16)			<b>Paper #2 Due April 1</b>	<b>4:30 pm (EST)</b>
		Post Leadership Definition			<b>April 15</b>	<b>4:30 pm</b>
	April 2-28, 2016	Select and complete at least 10 topics from the online Review modules or TED Talks; cover at least 5 in your paper and list any of the required 10 that you did not include in your paper	(Varies: 20-35 minutes)		Read TED Talks or Articles associated with modules on Sakai site; discuss with classmates	
		Prepare Reflections paper based on Online Modules Posting and explanation of your choice of excellent Leadership article due on class discussion board- includes relevance and utility of article .paper-due 4/28/2016			<b>Paper #3 and Leadership Article Choice Due April 28, 2016, or earlier</b>	<b>4:30 pm (EST)</b>
		Extra Credit OPTION: Using Voice Thread, explain in conversational layman's terms what the important parts of public health leadership are. In other words, if your sibling or a friend or a neighbor asked you what it is that you are trying to do, what do you call it?- public health leadership- what would you say. Please record your response by April 15 so your classmates can learn and comment on it.			Due by April 15	<b>4:30 pm (EST)</b>

--	--	--	--	--	--	--