

PUBH 791: CORE PRINCIPLES IN PUBLIC HEALTH LEADERSHIP

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

Fall 2017

When: Online Learning:
Online course evaluations open:

Where: Lectures:
Synchronous lectures via ZOOM on Mondays from 12-1 pm EST (optional) then uploaded to Sakai.
Readings and assignments: Required text book (see syllabus) and other readings available on Sakai

Recitation:
In-person recitation sessions Wednesday's 5:00-6:30 p.m. MHRC 0015 except on 10/18 (fall recess begins at 5pm) and 11/22 (Thanksgiving break).

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CREDITS

3 credit hours

PREREQUISITES

PUBH 790. 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

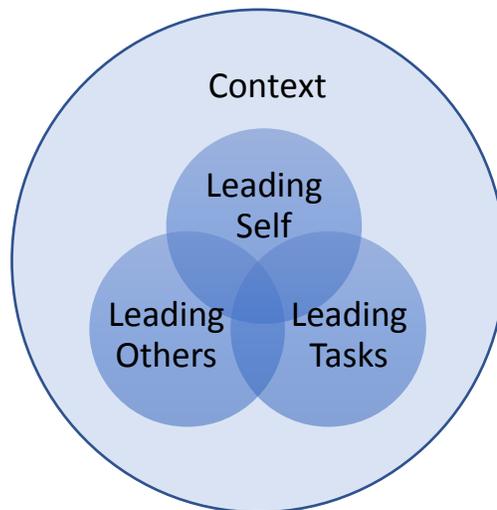
Online via Sakai, student will have access to lectures, readings, resources and forums. There will be online and in-person recitation sessions each week along with interactive web-based activities.

OVERVIEW

This course is a pilot effort to establish an open enrollment, graduate level course in public health leadership. The course takes a broad look at leadership research and practice and we will apply evidence-based research to a wide range of public health challenges. By the end of this class, you will understand classic theory and research on leadership in organizations and recognize how leadership sciences apply to public health practice. Theoretical and evidence-based leadership literature will be supplemented with current public health and health specific examples and cases. We will tie leadership theory and research to core public health practices of assessment, policy development and assurance. By the end of the course you will understand the breadth of leadership opportunities for a range of practitioners in a variety of public health settings.

Public health leaders lead themselves, lead others and lead change in multiple contexts (See Figure 1). Learners will generate examples of leadership in different public health settings and analyze these examples to identify common attributes and behaviors of effective leaders. Articles and resources representing a broad spectrum of public health issues will enable you to see how common leadership practices apply to a variety of situations. We will assess strategies leaders can use to remain flexible and adapt to the needs of changing situations. After this course, you will recognize ways in which public health leaders can influence organizational and community priorities, goals, and activities.

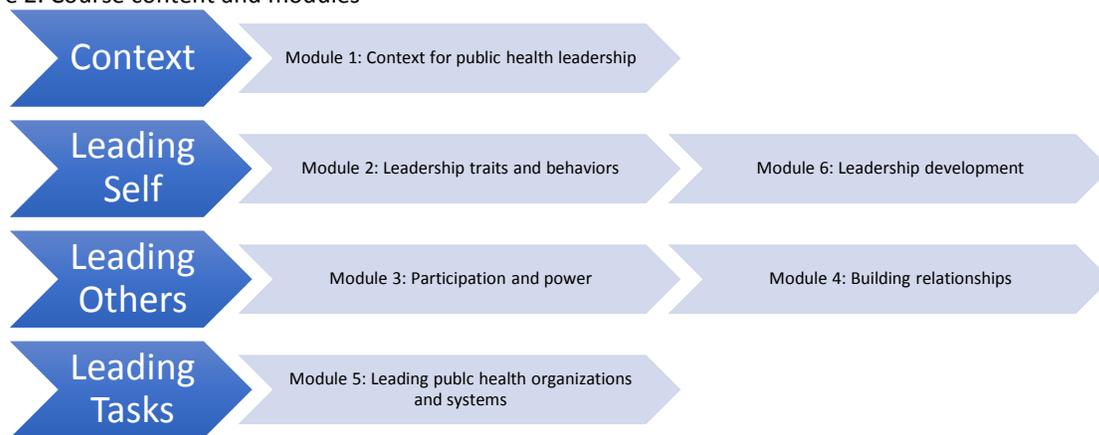
Figure 1: Major Course Content Areas



In addition to understanding the context for public health leadership, this course will introduce learners to theory and research on effective leadership behaviors, relationships, and tasks. Questions such as whether leaders are “born or made”, whether power is “good or bad”, and what’s the difference between “management and leadership” will be discussed. Course modules, weekly lessons, discussion forums and activities build on each other and integrate into larger, graded, assignments. Upon completing this course, you will have had opportunities to read, observe, discuss, analyze, write, and practice using public health leadership skills on your own and with others.

This course is organized around the broad content areas into modules and lessons. Each module contains two-five lessons. Each lesson follows a standard format, described below, and materials will be posted in the Lessons folder on Sakai.

Figure 2. Course content and modules



CROSS-CUTTING COMPETENCIES AND COURSE GOALS:

National organizations set guidelines for public health academic programs and public health professionals qualifications. These guidelines include competency frameworks which accredited public health programs use to guide course development and assess learning. This course builds skills in cross-cutting competencies outlined in the PHLP Handbook—MPH Leadership Track and the Council on Education for Public Health (CEPH).

CEPH COMPETENCIES

- Public Health & Health Care Systems**
 - 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
 - 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- Policy in Public Health**
 - 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
 - 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
 - 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
 - 15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

MPH LEADERSHIP TRACK COMPETENCIES

2. Demonstrate basic team building, negotiation, and conflict management skills
3. Exercise productive organizational, time-management and administrative skills.
4. Develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development.
5. Review, integrate, and apply ethical and/or legal principles in both personal and professional interactions, as well as public health practice and/or research.
7. Plan for the need for lifelong learning in the field of public health.
8. Evaluate the effect of public health decisions on social justice and equity.
11. Distinguish characteristics of a system.
12. Respond to identified public health needs within their appropriate contextual setting.

PHLP LEADERSHIP COMPETENCIES (PROPOSED 2018-2019)

1. Demonstrate Principles of Leadership that Emphasize Ethics, Values and Professionalism: Promote public health values of scientific inquiry, evidence based decision making, stewardship of public resources, and social justice; demonstrate professional ethics.
2. Apply Leadership Principles to Creating Common Purpose and Shared Vision: Communicate a compelling vision based on emerging public health trends; engages others on the benefits of public health strategies to achieve goals.
3. Demonstrate Commitment to Continuously Learning and Innovation: Continually learn, innovate and challenge others to set, meet and exceed standards for improving the public's health; pursue and lead courageous changes that promote best practices to improve and promote health for individuals, communities and the environment.
4. Engage Stakeholders by Convening, Collaborating, and Advocating to Improve Public Health: Convene diverse groups and facilitate action to improve the public's health by building coalitions and partnerships; identify and engage stakeholders from multiple disciplines, sectors, and organizations; foster collaboration and create sustainable agreements to accomplish common purposes; promote, advocate, and demonstrate how to integrate and implement practices that achieve public health and social justice goals.
5. Foster Community. Organizational and Individual Growth by Involving and Enabling Others: Support professional growth and leadership development for individuals and groups; advocate for resources that allow people to perform well; foster dialogue and communication to negotiate and resolve conflicts; and empower others to make decisions, take actions, and grow as individuals and as members of a team.
6. Apply Leadership Best Practices by Recognizing, Celebrating, and Rewarding Contributions: Recognize and celebrate contributions others make; honor and build a spirit of community; reward and appreciate specific actions others take that contribute to and benefit the public health.

PUBH 791 COURSE GOALS

At the conclusion of this course, learners should be able to

1. Describe how social, organizational, and community context and culture influence the roles and activities for public health leaders
 - 1.1. Discuss what public health leadership looks like from multiple organizational and community perspectives
 - 1.2. Compare and contrast how different cultures and settings influence perceptions of leadership
 - 1.3. Understand how organizational contexts affect leadership policies and practices
2. Understand the scope of leadership theory and research and how it applies to leadership in public health practice.
 - 2.1. Describe leadership theoretical approaches and levels of conceptualization
 - 2.2. Distinguish between behavioral and situational requirements for public health leaders
 - 2.3. Develop strategies for strengthening effective leadership practices in public health
3. Understand how leaders use different and complimentary strategies to engage and empower others to improve performance
 - 3.1. Differentiate between the leader's roles in accomplishing tasks, building relations and pursuing strategic goals
 - 3.2. Identify levels of participation by engaging the right people, for the right issues, at the right time and for the right reasons
 - 3.3. Examine effectiveness of leadership approaches in participatory decision making
 - 3.4. Select strategies reflecting the needs of participants and situations
4. Foster strong relationships with followers, peers, bosses, clients and professional partners
 - 4.1. Build stronger interpersonal interactions
 - 4.2. Select and incorporate strategies to increase personal power and influence
 - 4.3. Learn how to effectively seek and provide feedback on performance
5. Describe leadership roles in designing, implementing and managing organizational and strategic change
 - 5.1. Propose and create beneficial disruptions to challenge systems, people and possibilities
 - 5.2. Explore strategies to facilitate productive teams and decision making group work
 - 5.3. Recognize different leadership requirements along a change process
6. Propose approaches for developing leadership values, ethics and continual learning
 - 6.1. Develop sense of personal leadership ethics and values
 - 6.2. Explore ways to expand leadership skills throughout a career
 - 6.3. Formulate strategy for cultivating and strengthening leadership skills as part of life-long learning

COURSE REQUIREMENTS:

COURSE EXPECTATIONS

To pass this class, do the assigned readings, engage in weekly discussion forums, view online lectures, complete the accompanying lessons, and turn in assignments on time. To receive a high pass in this class, do all of the above, plus show me you have gone beyond what I have provided with the literature and your thinking by producing papers and products that are cogent, well-written and of publishable quality.

What can you expect from me? I want you to be successful so I've broken the content into chunks and those chunks have been broken into smaller bites. Over the course of the semester, we will work through six modules, divided into 18 weekly lessons. Weekly lessons include lectures, discussion forums and assignments. The weekly assignment link together (mostly) to produce a handful of individual and group written products.

This course uses a mix of:

- Individual assignments

- Paired assignments
- Small group assignments and
- Large group assignments

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 ahead of time that you will not be able to participate in a particular activity.

REQUIRED READINGS

This course has a required text book. You are strongly recommended to purchase the 8th edition of the book in hard copy. Note: earlier versions are widely available but do not have the same content as this latest edition. You can purchase the hardback or paperback version on Amazon, just note the paperback version may have chapters in different order than the hardback I used when creating the syllabus.

Leadership in Organizations, 8th Edition

By Gary A. Yukl

Published by Pearson

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Additional readings, such as journal articles and book chapters, will be posted on Sakai for each lesson. Assigned readings will be used to inform online discussion forums and supplement content presented in the online lectures. Students are encouraged to share resources on leadership that they find helpful and/or interesting with the class through the discussion forums and small group assignments.

RECITATION GROUPS/DISCUSSION FORUMS

Recitation groups/discussion forums 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. The instructor will present a new discussion questions each week and people are expected to post at least twice, once in response to the initial question and again in response to other comments in the thread. Additional postings and comments, new discussion threads, and suggestions for alternative resources/readings are encouraged. Students can participate in discussion forums online or in-person.

ASSIGNMENTS.

Assignments are designed to support application and skill development associated with the content covered in the lecture and readings. Many of the weekly assignments tie together and become larger assignments, so it is important to keep up. More information about assignments are available in the descriptions of modules and lessons. The course calendar also contains a detail of weekly assignments.

There are two individual papers and one group paper required in this class. Written assignments should be in 12-point font with 1 inch margins and citations should follow the APA style. Here are two resources regarding citation generally and APA style in particular:

- <http://guides.lib.unc.edu/citing-information/home>.
- <https://owl.english.purdue.edu/owl/section/2/10/>

Papers are due to the instructor using the assignment folder on Sakai by **11:55 pm (EST)** on the dates listed in the syllabus. *Papers submitted after the deadline will lose 5 points for each day they are late unless the instructor has granted permission in advance.*

There is a voice thread assignment toward the end of the semester in which you will prepare a 5-minute presentation describing a public health leader and what, specific actions the leader has taken to affect the public's health.

In lieu of a final paper there will be a final exam. The questions on the final exam will be a combination of ones created by the instructor and questions you submit during the semester. The final exam will be comprehensive and include a mix of question formats. For more information on how to submit your questions, see the "extra credit" section below.

Each week's lesson will have a short activity assigned to go along with the lecture and readings. There will **not** be a weekly activity associated with lessons if a paper or other major assignment is due that week.

The instructor will post a discussion question on Sakai each week. You are expected to engage at least twice a week in the discussion forum on Sakai or attend the weekly in-person recitation session on campus. Participation in the discussion forum/recitation session is a required part of the course and will be graded as Pass/Fail.

GRADING

All assignments have been assigned points and final grades will be assigned based on the accumulation of the points outlined below as follows.

Grade	Points	Explanation
H	90-100	Clear Excellence
P	80-99	Entirely Satisfactory
L	70-89	Low Passing
F	<69	Fail

Each assignment has been assigned a point value. Points will be awarded using a standard grading rubric and the grading rubrics will be available on Sakai. You are encouraged to review and use these rubrics in organizing and focusing your written work. Individual written assignments are expected to reflect graduate level work, including, a point a view, clear writing and citations where applicable. Additional information about assignments will be made available on the Sakai course site.

Extra credit

At the end of each module you will have an opportunity to submit questions that could appear on the final exam. You can earn a point for submitting questions reflecting what you learned or thought were important take-aways from the content covered in the module. Acceptable question formats include:

- True or false
- Multiple choice
- Fill in the blank
- Matching
- Short answer

The instructor will use a 100-point system to determine grades as follows:

Assignment	% of Grade	Points possible
Individual paper #1	10%	10
Group project	15%	15
Individual paper #2	15%	15
Voice thread reflection	10%	10
Final exam	15%	15
Weekly activities	25%	25

Recitation Group/Discussion Boards	10%	10
Subtotal	100%	100
Extra Credit	5%	5
Total	105%	105

COURSE EVALUATION

You will be asked to provide feedback and evaluate this course in two ways.

1. A short evaluation specifically addressing the form and content of each learning module
2. An evaluation at the end of the course from the University distributed electronically at the end of the semester.

At any time, you are welcome to contact Dr. Upshaw if you have questions, need help, or want to offer additional feedback

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UNC HONOR CODE

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will comply fully with the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (<http://instrument.unc.edu>).

Signature

Date

MODULES AND LESSONS

MODULE I—CONTEXT FOR LEADERSHIP IN PUBLIC HEALTH

LESSON 1 DEFINING PUBLIC HEALTH LEADERSHIP

Unit Dates	8/22
Learning Objectives	<ul style="list-style-type: none"> • Describe how social, organizational, and community context and culture influence the roles and activities for public health leaders • Understand how leaders use different and complimentary strategies to engage and empower others to improve performance • Foster strong relationships with followers, peers, bosses, clients and professional partners • Describe leadership roles in designing, implementing and managing organizational and strategic change • Propose approaches for developing leadership values, ethics and continual learning
Lecture	Approaching public health leadership
Activity	Complete course contract and sign honor code
Readings	Course syllabus (Reddy et al. 2017)

LESSON 2 CONTEXT FOR PUBLIC HEALTH LEADERSHIP

Unit Dates	8/28
Learning Objectives	<ul style="list-style-type: none"> • Describe how social, organizational, and community context and culture influence the roles and activities for public health leaders • Discuss what public health leadership looks like from multiple organizational and community perspectives • Compare and contrast how different cultures and settings influence perceptions of leadership. • Identify features of organizational culture and how they affect policies and practices
Lecture	Organizational Culture and Context for Public Health
Activity	Observation—What do leaders do?
Readings	Rutter et al. (2017) Rowitz (2013) Chapter 1

MODULE 2—LEADERSHIP TRAITS AND BEHAVIORS

LESSON 3 RESEARCH AND THEORY LEADERSHIP

Unit Dates	9/4
Learning Objectives	<ul style="list-style-type: none">• Understand how leaders use different and complimentary strategies to engage and empower others to improve performance• Apply evidence-based research to public health leadership practices• Understand how organizational context affect leadership policies and practices• Distinguish between behavioral and situational requirements for public health leaders
Lecture	Major leadership theories and evidence based research
Activity	Interview a public health leader
Readings	Yukl, Chapter 1. Introduction Koh et al. (2009)

LESSON 4 WHAT DO LEADERS DO?

Unit Dates	9/11
Learning Objectives	<ul style="list-style-type: none">• Distinguish between behavioral and situational requirements for public health leaders• Develop strategies for strengthening effective leadership practices in public health• Differentiate between the leader's roles in accomplishing tasks, building relations and pursuing strategic goals• Select and incorporate strategies to increase personal power and influence
Lecture	What do public health leaders do?
Activity	Lead or manage self-assessment
Readings	Yukl, Chapter 2. Managerial Work (Jakubowski et al. 2014)

LESSON 5 WHAT IS EFFECTIVE LEADERSHIP?

Unit Dates	9/18
Learning Objectives	<ul style="list-style-type: none">• Understand the scope of leadership theory and research and how it applies to leadership in public health practice• Develop strategies for strengthening effective leadership practices in public health• Learn how to effectively seek and provide feedback on performance• Distinguish between behavioral and situational requirements for public health leaders
Lecture	What is "effective" leadership?
Activity	Reflection paper #1
Readings	Yukl, Chapter 3. Effective Leadership Behavior (Grimm et al. 2017)

LESSON 6 TRANSFORMATIONAL LEADERSHIP

Unit Dates	9/25
Learning Objectives	<ul style="list-style-type: none">• Develop strategies for strengthening effective leadership practices in public health• Understand how leaders use different and complimentary strategies to engage and empower others to improve performance• Distinguish between behavioral and situational requirements for public health leaders
Lecture	What is transformational leadership?
Activity	Leadership themes
Readings	Yukl Chapter 12. Charismatic and Transformational Leadership (Mitchell et al. 2014)

LESSON 7 ADAPTIVE LEADERSHIP SKILLS

Unit Dates	10/2
Learning Objectives	<ul style="list-style-type: none">• Distinguish between behavioral and situational requirements for public health leaders• Develop strategies for strengthening effective leadership practices in public health• Understand how leaders use different and complimentary strategies to engage and empower others to improve performance
Lecture	How do leaders adapt to situations?
Activity	Group project
Readings	Yukl Chapter 6. Leadership Traits and Skills Chapter 7. Contingency Theories and Adaptive Leadership Lucey et al. (2016)

MODULE 3—PARTICIPATION AND POWER

LESSON 8 NETWORKS AND STAKEHOLDERS

Unit Dates	10/9
Learning Objectives	<ul style="list-style-type: none">• Differentiate between the leader's roles in accomplishing tasks, building relations and pursuing strategic goals• Identify levels of participation by engaging the right people, for the right issues, at the right time and for the right reasons• Examine effectiveness of leadership approaches in participatory decision making• Select strategies reflecting the needs of participants and situations
Lecture	Who do leaders include?
Activity	Stakeholder mapping
Readings	Yukl Chapter 5. Participative Leadership and Empowerment Ingram et al. (2016)

LESSON 9 POWER AND INFLUENCE

Unit Dates	10/16
Learning Objectives	<ul style="list-style-type: none">• Foster strong relationships with followers, peers, bosses, clients and professional partners• Build stronger interpersonal interactions• Select and incorporate strategies to increase personal power and influence• Learn how to effectively seek and provide feedback on performance
Lecture	What power and influence do leaders use?
Activity	Persuasive memo
Readings	Yukl Chapter 8. Power and Influence Tactics (Wallerstein and Bernstein 1988)

MODULE 4—LEADING OTHERS

LESSON 10 LEADING IN TEAMS

Unit Dates	10/23
Learning Objectives	<ul style="list-style-type: none">• Foster strong relationships with followers, peers, bosses, clients and professional partners• Build stronger interpersonal interactions• Select and incorporate strategies to increase personal power and influence• Learn how to effectively seek and provide feedback on performance
Lecture	What is a follower?
Activity	Role-play script
Readings	Yukl Chapter 9. Dyadic Relations and Followers Sabo et al. (2017)

LESSON 11 INTERPERSONAL COMMUNICATION

Unit Dates	10/30
Learning Objectives	<ul style="list-style-type: none">• Develop strategies for strengthening effective leadership practices in public health• Build stronger interpersonal interactions• Explore strategies to facilitate productive teams and decision making group work• Learn how to effectively seek and provide feedback on performance• Describe leadership roles in designing, implementing and managing organizational and strategic change
Lecture	Interpersonal communication and conflict management skills
Activity	Interest versus position
Readings	(Ertel 2004) (Johansson and Bäck 2017)

LESSON 12 FACILITATING DECISION MAKING

Unit Dates	11/6
Learning Objectives	<ul style="list-style-type: none">• Understand how leaders use different and complimentary strategies to engage and empower others to improve performance• Differentiate between the leader's roles in accomplishing tasks, building relations and pursuing strategic goals• Identify levels of participation by engaging the right people, for the right issues, at the right time and for the right reasons• Examine effectiveness of leadership approaches in participatory decision making• Select strategies reflecting the needs of participants and situations
Lecture	What is the leader's role in groups? Why are we meeting like this?
Activity	Facilitation design
Readings	Yukl Chapter 10. Leadership in Groups and Teams (Kaner 2014)

LESSON 13 GLOBAL LEADERSHIP

Unit Dates	11/13
Learning Objectives	<ul style="list-style-type: none">• Foster strong relationships with followers, peers, bosses, clients and professional partners• Build stronger interpersonal interactions• Select and incorporate strategies to increase personal power and influence• Propose approaches for developing leadership values, ethics and continual learning
Lecture	The Leaders' role in diversity and culture
Activity	Perspective taking
Readings	Yukl Chapter 14. Cross-cultural Leadership and Diversity (Posner 2013)

MODULE 5—LEADING ORGANIZATIONS AND SYSTEMS

LESSON 14 STRATEGY AND ALIGNMENT

Unit Dates	11/20
Learning Objectives	<ul style="list-style-type: none">• Explore strategies to facilitate productive teams and decision making group work• Understand how leaders use different and complimentary strategies to engage and empower others to improve performance• Differentiate between the leader's roles in accomplishing tasks, building relations and pursuing strategic goals• Identify levels of participation by engaging the right people, for the right issues, at the right time and for the right reasons
Lecture	What is the leader's role in strategy?
Activity	Leading strategically
Readings	Yukl Chapter 11. Strategic Leadership in Organizations (Betancourt et al. 2017)

LESSON 15 LEADING AND MANAGING CHANGE

Unit Dates	11/27
Learning Objectives	<ul style="list-style-type: none">• Describe leadership roles in designing, implementing and managing organizational and strategic change• Propose and create beneficial disruptions to challenge systems, people and possibilities• Explore strategies to facilitate productive teams and decision making group work• Recognize different leadership requirements along a change process
Lecture	What is the leader's role in change?
Activity	Sequencing change
Readings	Yukl Chapter 4. Leading Change and Innovation Aarons et al. (2015)

LESSON 16 LEADING ACROSS BOUNDARIES

Unit Dates	12/4
Learning Objectives	<ul style="list-style-type: none">• Understand how leaders use different and complimentary strategies to engage and empower others to improve performance• Differentiate between the leader's roles in accomplishing tasks, building relations and pursuing strategic goals• Identify levels of participation by engaging the right people, for the right issues, at the right time and for the right reasons• Build stronger interpersonal interactions• Explore strategies to facilitate productive teams and decision making group work
Lecture	Collective leadership
Activity	Brokering agreements
Readings	(Yukl 2009) (Mitchell et al. 2017)

MODULE 6—LEADING YOURSELF

LESSON 17 LEADING IN SERVICE TO OTHERS

Unit Dates	
Learning Objectives	<ul style="list-style-type: none">• Differentiate between the leader's roles in accomplishing tasks, building relations and pursuing strategic goals• Foster strong relationships with followers, peers, bosses, clients and professional partners• Build stronger interpersonal interactions• Develop sense of personal leadership ethics and values• Explore ways to expand leadership skills throughout a career• Formulate strategy for cultivating and strengthening leadership skills as part of life-long learning
Lecture	What is servant leadership?
Activity	Code of Ethics
Readings	Yukl, Chapter 13. Ethical, Servant, Spiritual, and Authentic Leadership (Lee 2012)

LESSON 18 LIFE-LONG LEADERSHIP

Unit Dates	12/11
Learning Objectives	<ul style="list-style-type: none">• Propose approaches for developing leadership values, ethics and continual learning• Develop sense of personal leadership ethics and values• Explore ways to expand leadership skills throughout a career• Formulate strategy for cultivating and strengthening leadership skills as part of life-long learning• Develop strategies for strengthening effective leadership practices in public health
Lecture	Leadership and lifelong learning
Activity	Voice thread
Readings	Yukl Chapter 15. Developing Leadership Skills , Chapter 16. Overview and Integration (Block and Manning 2007)

FALL SEMESTER 2017 COURSE CALENDAR

Module/ Lesson #	Unit Dates	Lecture Content	Assignments	Readings
Context for public health leadership				
1	8/22	Course Overview	Complete course contract and sign honor code	Course syllabus (Reddy et al. 2017)
2	8/28	Culture and Context	Observation—What do leaders do?	Rutter et al. (2017) Rowitz (2013) Chapter 1
Leadership Traits and Behaviors				
3	9/4	What is public health leadership?	Interview a public health leader	Yukl, Chapter 1 Koh et al. (2009)
4	9/11	What type of work do public health leaders do?	Lead or manage self-assessment	Yukl, Chapter 2 (Jakubowski et al. 2014)
5	9/18	What is “effective” leadership? What skills do leaders need?	Reflection paper #1	Yukl, Chapter 3 (Grimm et al. 2017)
6	9/25	What is transformational leadership?	Leadership themes	Yukl 12 (Mitchell et al. 2014)
7	10/2	How do leaders lead others?	Group project	Yukl 6, 7 Lucey et al. (2016)
Participation and Power				
8	10/9	Who do leaders include?	Stakeholder mapping	Yukl 5 Ingram et al. (2016)
9	10/16	What power and influence do leaders use?	Persuasive memo	Yukl 8 (Wallerstein and Bernstein 1988)
Leading Others				
10	10/23	What is a follower?	Role play script	Yukl 9 Sabo et al. (2017)
11	10/30	Interpersonal communication and conflict management skills	Interest versus position	(Ertel 2004) (Johansson and Bäck 2017)
12	11/6	What is the leader’s role in groups? Why are we meeting like this?	Facilitation design	Yukl 10 (Kaner 2014)
13	11/13	Diversity and culture	Perspective taking	Yukl 14 (Posner 2013)
Leading organizations and systems				
14	11/20	What is the leader’s role in strategy?	Leading strategically	Yukl 11 (Betancourt et al. 2017)

15	11/27	What is the leader's role in change?	Sequencing change	Yukl 4 Aarons et al. (2015)
16	12/4	Collective leadership	Brokering agreements	(Yukl 2009) (Mitchell et al. 2017)
Leadership development				
17		What is servant leadership?	Code of ethics	Yukl, Chapter 13 (Lee 2012)
18	12/11	Leadership and lifelong learning	Voice thread	Yukl Chapters 15, 16 (Block and Manning 2007)
		Final exam	Final Exam	

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