



**SPPH 526DL1– Introduction to Leadership in Public Health  
2018-2019  
September 6, October 11, November 15, 2018**

**Instructor**

Dr. Arminée Kazanjian  
Professor, School of Population and Public Health  
University of British Columbia  
Office: SPPH 275  
Phone: 604-822-4618  
Fax: 604-822-4994  
Email: arminee.kazanjian@ubc.ca

Office hours by appointment.

TA : Mohammad Karamouzian

**Course Overview, Content and Objectives**

This course draws inspiration from Mintzberg's work examining the complex dynamic between leadership and management, in the context of organizational structure (Mintzberg on Management: Inside our Strange World of Organizations, 1990).

In this course, students will acquire a basic understanding of leadership theories the complex dynamic, and also learn skills in project management, knowledge mobilization, and personal leadership as they start public health practice (See Learning Outcomes). The course is based on a selected set of professional competencies from two key sources: a list of 36 competencies in 7 categories, developed by the Public Health Agency of Canada (PHAC: Core competencies for Public Health in Canada, 2008), and one adopted by the Canadian College of Health Leaders, regarding 20 leadership capabilities in 5 domains of the LEADS framework (Dickson G, Tholl W. Bringing Leadership to life in health: LEADS in a caring environment. London: Springer-Verlag, 2014). The combination of 6 selected competencies/capabilities will provide essential knowledge and skills in public health practice.

This is a mixed mode, or blended, course; you will be working with your instructor, teaching assistant, and fellow students both online and face-to-face in the classroom. All components of this course have been designed to provide an opportunity for application of course concepts. Ample time will be provided throughout for discussion and questions. These sessions will allow small group discussions and work on assigned case studies in the field that elaborate and examine course content



## Course Competencies

PHAC Competencies	LEADS Framework
<p><u>Assessment and Analysis</u> Collect, assess, analyze and apply information, data, facts, concepts and theories required to conduct investigations and make recommendations for policies and programs.</p>	<p><u>Engaging Others</u> Work in teams, understand team culture and participate in decision making, important attributes that develop through project planning management and monitoring.</p>
<p><u>Partnerships, Collaboration and Advocacy</u> Influence and work with others to improve the health and well-being of the public through the pursuit of a common goal through negotiation, conflict management and group facilitation to foster partnerships and coalitions.</p>	<p><u>Building Coalitions</u> Through purposeful building of trust among partner organizations and through knowledge mobilization to collaborate on joint ventures, networks or consortia.</p>
<p><u>Leadership</u> Building capacity, improve performance and enhance the quality of the working environment; and enable organizations and communities to create, communicate and apply shared visions, missions, and values.</p>	<p><u>Fostering System Change</u> Generate the strategic ability to challenge the status quo, think analytically and conceptually to resolve issues, and design and implement new processes across systems and stakeholders.</p>

## Learning Outcomes

This course will provide the opportunity for students to:

- Become familiar with key leadership theories and concepts in the context of public health and in public health practice in early career.
- Develop an understanding of select competencies pertinent to public health practice.
- Become familiar with planning project goals, managing project/program scope, developing cost and time constraints for project monitoring.
- Develop an understanding of change, change management, and change leadership and how to approach different types of change in public health.
- Learn how to engage others, and engage with others, on various teams and networks to build coalitions across organizations.
- Develop Knowledge Mobilization strategies to facilitate system change through evidence-based public health practice.



## Assignments/Evaluation Criteria

Due Date	Description	Percent
N/A	Class contribution. You are expected to come prepared to actively participate in the weekly tutorials and classes. You will need to keep up with the required reading for the course in order to meet participation requirements. They provide a good opportunity to share your knowledge, to seek feedback from TA and fellow students, and to experiment with developing personal leadership skills. Please note that any absences will negatively impact your participation mark.	15%
Sep 27	Draft of preliminary outline for a case study (group assignment).	N/A
Oct 25	Summary of case study handed in (group assignment).	25%
Nov 15	Case study presentation (group assignment).	25%
Dec 6	Critique of a Case Study handed in (individual assignment )	35%

## Grading Scheme

### Individual elements: class attendance/participation and case study written critique

Participation	Total (15)	Exemplary (5)	Intermediate (3-4)	Beginning (0-2)
<b>Attendance</b>	5	Full attendance	Missed ___ without notification	Did not attend
<b>Visibly engaged</b>	5	Mostly engaged with class material	Occasionally seems preoccupied with other materials (e.g., emailing, texting, on the web)	Not engaged with class material (e.g., always emailing, texting, on the web)
<b>Participating in in-class discussions &amp; activities</b>	5	When appropriate, regularly: provides class input and participate in discussions Takes initiatives in group activities Take initiatives to present group findings	Occasionally: provides class input and participate in discussions Takes initiatives in group activities Take initiatives to present group findings	Seldom: provides class input and participate in discussions Takes initiatives in group activities Take initiatives to present group findings
Case study: Written Critique	Total (35)	Exemplary (5-7)	Intermediate (3-4)	Beginning (0-1)
<b>Was the critique written well?</b>	5 points	Clearly written, logical and within page limits	Moderately Clearly written, somewhat	Poorly written, not logically presented



			logical and may not be within page limits	and did not follow page limits
<b>Was the written critique well supported?</b>	5 points	Good use of evidence to support claims	Some use of evidence to support claims	Lack of or misuse of evidence to support claims
<b>Was the case study appropriately interpreted?</b>	7 points	<b>Thoughtful summary</b> of the presenting grp's argument Clearly identified case's <b>assumptions and limitations</b>	<b>Brief overview</b> of presenting grp's argument Was able to identify <b>some/general assumptions and limitations</b>	<b>Lack of overview</b> of presenting grp's argument <b>Unable to identify or misidentifies</b> assumptions and limitations
<b>Did the written critique bring new understanding?</b>	8 points	Clearly presented other perspectives not considered by presenting grp <b>Extension of concepts</b>	Attempted to present other perspectives not considered by presenting grp	No attempt to present other perspectives not considered by presenting grp <b>No extension</b>
<b>Did the written critique insightful and discussion generating debate?</b>	10 points	Provided high level of insights to the debate	Provided some insights to the debate	No new insights; lack of attempt

### Group elements: case study written summary and presentation

Case study: Written Summary	Total (25)	Exemplary	Intermediate	Beginning
<b>Is it well supported through appropriate evidence and literature</b>	4 points	References are <u>appropriate</u> for the topic and demonstrate <u>diverse perspectives</u>	References were good but <u>further evidence could have been used</u>	References were <u>scarce or inappropriate</u> and more evidence could have been used
<b>Was the interpretation of the evidence appropriate</b>	4 points	Evidence supports case study – most instances	Evidence supports case study – some instances	Lack of or incompatible evidence
<b>Did the group bring new understanding/insights to the topic</b>	4 points	Brought up insights which demonstrated an in depth understanding and <u>high level of critical evaluation</u>	Brought some insights which demonstrated an understanding and <u>appropriate level of critical evaluation</u>	Brought minor insights and peripheral demonstration of understanding and <u>adequate level of critical evaluation</u>
<b>Were the leadership issues discussed</b>	5 points	Leadership framework was appropriately referred to and <u>demonstrated a clear understanding</u> of the framework	Leadership framework was referred to but <u>did not demonstrated a clear understanding</u> of the framework	Did not reference the framework and competencies, did not demonstrate a clear understanding of the framework



<b>Were the solutions innovative and were the facilitators and barriers discussed</b>	4 points	<u>Thoughtful and insightful solutions</u> were provided and facilitators and barriers discussed at a high level	<u>Some alternative solutions</u> discussed and brief mention of facilitators and barriers	Unoriginal point of view(s) and little/no facilitators or barriers discussed
<b>Demonstrate understanding and implementation of change management principles</b>	2 points	Demonstrated a clear understanding of the types of change and incorporated relevant change management approaches and application ideas.	Demonstrated a clear understanding of the types of change but did not incorporate relevant change management approaches and/or application ideas.	Unclear or incomplete referencing of types of change. Did not include relevant change management approaches and/or application ideas.
<b>Demonstrate understanding and implementation of project management principles</b>	2 points	All project elements presented and considered, with clearly defined objectives and deliverables.	Some project elements presented and considered. Objectives and deliverables listed but priorities unclear.	Project objectives and deliverables unclear. Consideration of project management elements missing or incomplete.

<b>Case study: Presentation</b>	<b>Total (25)</b>	<b>Exemplary (5)</b>	<b>Intermediate (3-4)</b>	<b>Beginning (0-1)</b>
<b>Was the analysis well presented</b>	3 points	<b>Good use of time</b> – presented within allotted time <b>Creative use of time</b> – different activities, interactive and engaging <b>Easy to follow presentation</b> – clear purpose, good use of materials (slides, handouts)	<b>Some creativity in use of time</b> - mostly didactic mode of presenting <b>Presentation jumps around</b> – e.g., the purpose of the presentation not clearly laid out	<b>Poor use of time</b> –ran overtime <b>Lacks creativity</b> in use of time - didactic mode of presenting <b>Presentation lacks coherence</b> – did not present purpose, cluttered/hard to read slides
<b>Demonstrate their understanding of the case</b>	3 points	<b>Effectively and originally summarized</b> the purpose of their case study	<b>Briefly summarized</b> main points of presentation	Summarizes aspects of presentation <b>without demonstrating understanding</b> (e.g., at a very general level) <b>or misidentifies main points</b>
<b>Support it with evidence</b>	3 points	Presentation material supports main points	Presentation material supports main points	Presentation material supports main points



		– for most of the presentation	– some of the presentation	– for very few parts of the presentation
<b>Appropriately analyze the issues as a leader</b>	5 points	Identified <b>critical leadership traits</b> <b>Effective use of LEADS framework</b> in analysis	<b>Identified most of the leadership traits</b> (missed 1 or more critical traits/issues) <b>Used LEADS framework</b> in analysis	<b>Briefly reviewed leadership traits</b> <b>Did not use LEADS framework</b> in analysis
<b>Provide innovative solutions</b>	5 points	Thoughtfully analyzed case, creative & alternative point of view(s),	Some alternative insights/point of view(s)	Unoriginal point of view(s)
<b>Demonstrate understanding and implementation of change management principles</b>	3 points	Types of change referenced and defined. At least one relevant change management approach is used and intended application is discussed, demonstrating awareness of multiple key change aspects.	At least one type of change is referenced but definitions are incomplete. Change management approaches are mentioned but are not relevant to the situation and/or application is not considered.	Unclear and/or incomplete definitions of types of change. Did not include relevant change management approaches or application considerations. Lack of awareness of key change aspects.
<b>Demonstrate understanding and implementation of project management principles</b>	3 points	Objectives and deliverables defined and measurable. Schedule and budget presented. Good teamwork demonstrated.	Objectives and deliverables listed, but scope not complete. Risk, schedule, and cost considered but not complete. Imbalance in team roles.	Project objectives and deliverables unclear. Incomplete stakeholder assessment. No clear team structure/roles.

## SCHEDULE FOR 1<sup>ST</sup> FACE-TO-FACE MTG.

SEPTEMBER 6, 2016 9:00am – 4:00pm, Room B104

TIME	PRESENTER	TOPIC
9 -10:30	Dr.Kazanjian	Orientation & student expectations
10:30 -10:45	Break	
10:45- 12:15	Dr M. Kotb	Leadership: the art, craft, and science (Henry Mintzberg). Overview of Mintzberg approach to Leadership and Management



- Three major Management Myths
- Managing Professionals
- Common Conundrums

12:15 - 1:00

Lunch

1:15 – 2:45

BC Cancer

Lisa McCune, Provincial Director, Patient engagement,

2:30 – 4:30

Small groups

Case Study discussions

For example: Healthy Living & Healthy Communities

Maternal, Child & Family Health

Positive Mental Health & Prevention of Substance Harm

Communicable Disease Prevention

Injury Prevention

Environmental Health

Public Health Emergency Management

British Columbia

Promote, Protect, Prevent: Our Health Begins Here [electronic resource] : BC's Guiding Framework for Public Health.

Electronic monograph in PDF format.

Issued also in printed form.

ISBN 978-0-7726-6689-5

Canvas on-line Tutorial sessions will be held for selected dates in mid Spetember:

Robyn Roscoe set of video presentations on Project Management and Team Management; Project Charter and Change Management

Online discussion to assist students with topics related to project management questions in the context of the Case Study assignments.



## SCHEDULE FOR 2<sup>nd</sup> FACE-TO-FACE MTG.

**OCTOBER 12, 2017 8:30am- 4:30pm, Room B104**

<b>TIME</b>	<b>PRESENTER</b>	<b>TOPIC</b>
8:30 – 9:30	Dr.Kazanjian	Overview of day
9:30 - 10: 45	Dr. Reka Gustafson	Guest Lecture TBD
10:45 -11:00	Break	
11:00 – 12:00	Karen Dickenson-Smith	Change Management, and Change Leadership
		<ul style="list-style-type: none"><li>• The Case for Change Management in Healthcare (LEADS)</li><li>• Types of Change and Definitions</li><li>• Change Management vs Project Management</li><li>• PROSCI's ADKAR Model</li><li>• Conditions for Successful Change</li><li>• Special Considerations for Public Health</li></ul>
12:00 -12:30	Karen Dickenson-Smith	Apply Learning to Case Study
Assignment		
(Small Group work)		
12:30 -1:30	Lunch	
1:30 – 2:45	Dr.Kazanjian	KT & KE
2:45 – 4:30	Case Study Groups	Small group work



## **SCHEDULE FOR 3rd FACE-TO-FACE MTG.**

**November 16, 2017 8:30am- 4:30pm, Room B104**

### Student Presentations:

8:45 – 9:45	Group A, class presentation
9:45 – 10:05	All students, Questions & Discussion
10:15 – 11:15	Group B, class presentation
11:15 – 11: 35	All students, Questions & Discussion
11:30 – 12:30	LUNCH
12:30 – 13:30	Group C, class presentation
13:30 – 13:50	All students, Questions & Discussion
14:00 - 15:00	Group D, class presentation
15:00 – 15:20	All students, Questions & Discussion
15:30 - 4:30	Course wrap up, final assignment due date