SPPH 526 DL
Leadership in Public Health
Course Outline
September-December 2016

INSTRUCTOR	Ronald R. Lindstrom, PhD, FCCHL Adjunct Professor, School of Population and Public Health Associate Member, Department of Emergency Medicine University of British Columbia **Phone:** 778.808.2795 **Email:** ronald.lindstrom@ubc.ca
TEACHING ASSISTANT	Celeste Bickford, BSc PhD Candidate, School of Population and Public Health University of British Columbia Child and Family Research Institute Trainee Vanier Canada Graduate Scholar **Email:** celesteb@interchange.ubc.ca
MEETING DATES/ROOM	Friday, September 9, 2016 Room 143 Friday, October 14, 2016 Room 143 Friday, November 18, 2016 Room 143
MEETING TIMES	8:30am – 4:00pm
OFFICE HOURS	By appointment.
ON-LINE TUTORIALS	The time and day of the week for our online tutorials will be decided via poll. It is necessary for you to participate fully in all parts of this course to successfully complete it, including active participation in the on-line tutorials. Please visit http://doodle.com/poll/5twk7x5awawd2as9, enter your full name, select from the three options listed for each day/time combo given in the poll, and then click "save". We'll provide the class with the results of this poll during our first face-to-face session on September 9th.

COURSE DESCRIPTION

This course is an introduction to the theory, concepts, and issues pertaining to leadership and how they apply to public health and other complex adaptive systems in healthcare. It will incorporate leadership capabilities and attributes, including an introduction to the LEADS in a Caring Environment Capabilities Framework that is being adopted by many health services and related organizations across the country. Students will learn the fundamentals of leadership as emergent and dynamic, and in keeping with life-long learning the course will form a basis for further leadership development. Basic concepts in inter-organizational networks, change management, project management, and risk communication in the context of leadership will be introduced. This course will include key readings, active in-class and on-line participation, lectures, guest presentations, and individual and small group work. This is a distributed learning (DL) course, which means that you will be working with your instructor, teaching assistant, and fellow students both face-to-face in the classroom and on-line.

COURSE OBJECTIVES

At the conclusion of this course students will:

1. Understand the fundamentals of the theory and practice of leadership.
2. Know and distinguish between different kinds of leadership.
3. Identify how leadership can be incorporated in public health and other healthcare settings.
4. Recognize the emergent, context-dependent nature of leadership in complex adaptive environments, such as public health.
5. Understand the role of leadership in the contexts of inter-organizational networks, change management, project management, and communication.
6. Be familiar with the LEADS in a Caring Environment Capabilities Framework, how its domains can be incorporated into day-to-day leadership and management, and how it can be used for personal leadership development.

REQUIRED READING

Hyperlinks to all required reading have been embedded into this document. Simply click on each reference below to access. All students are expected to read all required reading. You will benefit most from completing the required reading in the specified week, as our face-to-face sessions and tutorials are meant to strengthen your understanding of this material, not be your introduction to it. Your understanding of the course material will ultimately have to be demonstrated through your assignments.

Dates	Week	Required Reading	Pages
Sept 5–9	1	Jackson B, Parry K. (2011). *A very short, fairly interesting and reasonably cheap book about studying leadership (2nd Edit.).* London: Sage.	1-24
		Pfeffer J. (2015). *Leadership BS: Fixing workplaces and careers one truth at a time.* New York: Harper Collins.	1-32
		Rothman J. (2016). *Shut up and sit down: Why the leadership industry rules.* The New Yorker.	64-69
		Snowden D, Boone M. (2007). *A leader's framework for decision making.* Harvard Business Review.	69-76
		Avolio BJ, Walumba FO, Weber TJ. (2009). *Leadership: Current theories, research, and future directions.* Annual Review of Psychology.	421-443
		Canadian College of Health Leaders. (2010). *LEADS Health Leadership Capabilities Framework Brochure.* Ottawa: Canadian College of Health Leaders.	1-2
		Fenwick S, Hagge E. (2015). *Effective performance systems.* Ottawa: Canadian College of Health Leaders.	1-24
		Van Beurden E, Kia A, Zask A, Dietrich U, Rose L. (2011). *Making sense in a complex landscape: How the Cynefin Framework from Complex Adaptive Systems Theory can inform health promotion practice.* Health Promotion International.	73-81
		Cabrera D, Cabrera L, Powers E. (2015). *A unifying theory of systems thinking with psychosocial applications.* Systems Research and Behavioral Science.	534-545

Sept 12–16	2	No required reading this week.	
Sept 19–23	3	Komives S, Lucas N, McMahon T. (2013). *Exploring leadership: For college students who want to make a difference (3rd Edition).* San Francisco: John Wiley & Sons.	3-37
		Komives S, Lucas N, McMahon T. (2013). *Exploring leadership: For college students who want to make a difference (3rd Edition).* San Francisco: John Wiley & Sons.	41-90
		Komives S, Lucas N, McMahon T. (2013). *Exploring leadership: For college students who want to make a difference (3rd Edition).* San Francisco: John Wiley & Sons.	93-143
		Komives S, Lucas N, McMahon T. (2013). *Exploring leadership: For college students who want to make a difference (3rd Edition).* San Francisco: John Wiley & Sons.	147-183
Sept 26–30	4	Dickson G, Tholl W. (2014). *Bringing Leadership to life in health: LEADS in a caring environment.* London: Springer-Verlag.	1-55
		Canadian College of Health Leaders. (2010). *LEAD Self Executive Summary.* Ottawa: Canadian College of Health Leaders.	1-3
		Canadian College of Health Leaders. (2010). *Engage Others Executive Summary.* Ottawa: Canadian College of Health Leaders.	1-3
		Canadian College of Health Leaders. (2010). *Achieve Results Executive Summary.* Ottawa: Canadian College of Health Leaders.	1-3
		Canadian College of Health Leaders. (2010). *Develop Coalitions Executive Summary.* Ottawa: Canadian College of Health Leaders.	1-3
		Canadian College of Health Leaders. (2010). *Systems Transformation Executive Summary.* Ottawa: Canadian College of Health Leaders.	1-3

Oct 3–7	5	Saul J, Best A, Noel K. (2014). *Implementing leadership in healthcare: Guiding principles and a new mindset.* Longwoods.	1-6
		Saul J, Best A, Noel K. (2014). *Advancing the art of healthcare through shared leadership and cultural transformation.* Longwoods.	1-6
		MacLeod H, Lowe G. (2013). *Organizational connectivity.* Longwoods.	1-3
		First Nations Health Authority. (2016). *Creating a climate for change: Cultural safety and humility in health services delivery for First Nations and Aboriginal Peoples in British Columbia.* West Vancouver: First Nations Health Authority.	1-32
Oct 10–14	6	Goleman D. (1996). *What Makes a Leader?* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	1-22
		Drucker P. (2004). *What Makes an Effective Executive* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	23-36
		Kotter J. (1990). *What Leaders Really Do* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	37-55
		Heifetz R, Laurie D. (1997). *The Work of Leadership* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	57-78

Oct 17–21	7	Goffee R, Jones G. (2000). *Why Should Anyone Be Lead by You?* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	79-95
		Bennis W, Thomas R. (2002). *Crucibles of Leadership* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	97-113
		Collins J. (2001). *Level 5 Leadership: The Triumph of Humility ad Fierce Resolve* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	115-136
		Rooke D, Torbert W. (2005). *Seven Transformations of Leadership* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	137-161
Oct 24–28	8	Vollman R, Thurston W, Meadows L, Strudsholm. (2014). *Leadership competencies for public health practice in Canada: Environmental scan.* St. John's: Community Health Nurses of Canada.	1-34
		Popp J, Milward HB, MacKean G, Casebeer A, Lindstrom R. (2014). *Inter-organizational networks: A review of the literature to inform practice.* Washington: IBM Center for the Business of Government.	9-13 18-26 37-56
		George B, Sims P, McLean A, Mayer D. (2007). *Discovering Your Authentic Leadership* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	163-177
		Anacona D, Malone T, Orlikowski W. (2007). *In Praise of the Incomplete Leader* in *HBR's 10 Must Reads on Leadership* (2011). Boston: Harvard Business School Publishing.	179-196

Oct 31–Nov 4	9	Sowcik M, Andenoro AC, McNutt M, Murphy SE. (2015). *Leadership 2050: Critical challenges, key contexts, and emerging trends.* Bingley: Emerald Group Publishing Limited.	ix-37
		Yphantides N, Escoboza S, Macchione N. (2015). *Leadership in public health: New competencies for the future.* Frontiers in Public Health.	1-3
		Fried L, Piot P, Frenk J, Flahault A, Parker R. (2012). *Global public health leadership for the twenty-first century: Towards improved health of all populations.* Global Public Health.	S5-S15
Nov 7–11	10	Videos on Project Management by Robyn Roscoe (links to be emailed).	
Nov 14–18	11	No required reading this week.	
Nov 21–25	12	No required reading this week.	
Nov 28–Dec 2	13	No required reading this week.	

SUGGESTED READING

Hyperlinks to all suggested reading have been embedded into this document. Simply click on each reference below to access.

Antwi M, Kale M. (2014). *Change management in healthcare: Literature review.* Kingston: The Monieson Centre for Business Research in Healthcare, Queen's School of Business.

Dickson G, Lindstrom R, Black C, Van der Gucht D. (2012). *Evidence-informed change management in Canadian Healthcare Organizations.* Ottawa: Canadian Health Services Research Foundation.

Lindstrom R. (2013). Leadership needs to shift in the health system: Three emerging perspectives to inform our way forward. *Healthcare Papers, 13(1):* 48-54.

Meadows D. (1999). *Leverage points: Places to intervene in a system.* Hartland: The Sustainability Institute.

Moat K, Lavis J. (2014). *Dialogue Summary: Fostering leadership for health system redesign in Canada.* Hamilton: McMaster Health Forum.

Plsek P. (2001). Appendix B. Redesigning health care with insights from the science of complex adaptive systems (pp. 309-322) in *Crossing the quality chasm: A new health system for the 21st century.* Washington: National Academies Press.

Uhl-Bien M, Marion R, McKelvey B. (2007). *Complexity Leadership Theory: Shifting leadership from the industrial age to the knowledge era.* Leadership Institute Faculty Publications. Paper 18.

Wheatley M, Frieze D. (2011). Leadership in the age of complexity: From hero to host. *Resurgence Magazine:* 1-5.

SCHEDULE FOR 1st FACE-TO-FACE MEETING

Date: Friday, September 9, 2016
Time: 8.30am – 4.00pm
Location: SPPH, Room 143

Time	Presenter(s)	Topic(s)
8.30am-10.30am	Dr. Ron Lindstrom Celeste Bickford	**Student Introductions (2 minutes each)** • Name. • Background. • What leadership means to you. **Orientation** • Course outline and expectations. • Why study leadership? • Overview of key leadership organizations in British Columbia, Canada, and internationally. • e-Longwoods on-line access to current issues in health. • Dialogue *vs.* discussion.
10.30am-10.45am	Break	
10.45am-12.15pm	Erna Hagge (guest speaker)	**LEADS Framework** • Leading through LEADS: An introduction to the LEADS in a Caring Environment Capabilities Framework. • Leadership capabilities and competencies. • Self-evaluation exercise.
12.15pm-1.00pm	Lunch	
1.00pm-2.30pm	Phil Cady (guest speaker)	**Decision-Making in Complex Environments**
2.30pm-2.45pm	Break	
2.45pm-4.00pm	Dr. Ron Lindstrom	**The Practice of Leadership: Disconnections, Contradictions, Paradoxes, and Tensions**

SCHEDULE FOR 2nd FACE-TO-FACE MEETING

Date: Friday, October 14, 2016
Time: 8.30am – 4.00pm
Location: SPPH, Room 143

Time	Presenter(s)	Topic(s)
8.30am-9.00am	Dr. Ron Lindstrom Celeste Bickford	**Opening Remarks**
9.00am-10.30am	Hugh MacLeod (guest speaker)	**Bridging the leadership gap: If not you, who?**
10.30am-10.45am	Break	
10.45am-12.15pm	Dr. Liz Whynot (guest speaker)	**Leadership in the Context of the First Nations Health Authority (FNHA)**
12.15pm-1.00pm	Lunch	
1.00pm-2.30pm	Dr. Jennifer Gardy (guest speaker)	**Leadership and Risk Communication**
2.30pm-2.45pm	Break	
2.45pm-4.00pm	Robyn Roscoe (guest speaker)	**Leadership and Project Management**

SCHEDULE FOR 3rd FACE-TO-FACE MEETING

Date: Friday, November 18, 2016
Time: 8.30am – 4.00pm
Location: SPPH, Room 143

Time	Presenter(s)	Topic(s)
8.30am-8.45am	Dr. Ron Lindstrom Celeste Bickford	**Opening Remarks**
8.45am-9.45am	Group 1 Presentation (45 min) and Discussion (15 min)	
9.45am-10.45am	Group 2 Presentation (45 min) and Discussion (15 min)	
10.45am-11.00am	Break	
11.00am-12.00pm	Group 3 Presentation (45 min) and Discussion (15 min)	
12.00pm-1.00pm	Group 4 Presentation (45 min) and Discussion (15 min)	
1.00pm-1.45pm	Lunch	
1.45pm-2.45pm	Group 5 Presentation (45 min) and Discussion (15 min)	
2.45pm-3.45pm	Group 6 Presentation (45 min) and Discussion (15 min)	
3.45pm-4.00pm	Dr. Ron Lindstrom Celeste Bickford	**Closing Remarks**

STUDENT EVALUATION

Due Date	Description	Percent
Weekly	**Participation**	**5%**
	It is necessary for you to participate fully in all parts of this course to successfully complete it, including active participation in the on-line tutorials and face-to-face meetings. If you need to miss a tutorial or face-to-face meeting for any reason, please email either the instructor or TA in advance.	
To Be Decided	**Student Summaries of Required Reading**	**5%**
Sept 24, 2016	**Case Study Outline**	**--**
Sept 27, 2016	**Team Self-Evaluation I**	**--**
Oct 1, 2016	**Leadership Reflection I**	**10%**
Oct 8, 2016	**Leadership Reflection II**	**10%**
Oct 29, 2016	**Leadership Reflection III**	**10%**
Nov 5, 2016	**Leadership Reflection IV**	**10%**
Nov 18, 2016	**Case Study Presentation**	**15%**
Nov 21, 2016	**Team Self-Evaluation II**	**--**
Dec 9, 2016	**Case Study Report**	**35%**

Academic honesty: students are expected to know what constitutes plagiarism, that plagiarism is a form of academic misconduct, and that such misconduct is subject to penalty. Please review the Student Discipline section of the UBC Calendar, available on-line at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959

Student Summaries of Required Reading

Assignment weight: this assignment is worth **5%** of your final grade and is to be completed individually.

Instructions: You will be evaluated on a single 10 minute presentation that is to be delivered in one of our weekly online tutorial sessions via Blackboard Connect. Your presentation should summarize the ideas/concepts of greatest significance from one of our required readings (you get to choose which one).

To receive full marks for this assignment you must succinctly summarize and prioritize the information and deliver it clearly and confidently to the rest of the class. If possible, identify a situation from your past experience and explain how you might have done things differently based on what you learned through the reading. Alternatively, describe how the reading material may have changed your worldview, assumptions, values, and/or beliefs about a given leadership concept. Did you disagree with anything that you read? If yes, why?

Slides: You may prepare as many PowerPoint slides as you think are necessary. These slides will be distributed to the rest of the class to help with their review of the material.

Submitting: Please submit your slides in either PowerPoint or .pdf format to celesteb@interchange.ubc.ca at least two hours prior to the start of the tutorial in which you will be presenting.

Due date: Please indicate the material that you would like to summarize and in which week you would like to present via the following poll: http://doodle.com/poll/i5v6xgb5arhf8u77.

Peer Feedback: A peer feedback component has been incorporated into this assignment for the following reasons:

1. Giving constructive feedback is an important life skill that should be practiced regularly. Receiving feedback is equally important.
2. Requiring peer feedback to be submitted will increase the amount of feedback that each student receives on their work.
3. Providing peer feedback will hopefully enhance your engagement with and understanding of the course material, as providing feedback requires explanation and justification.
4. The process of reviewing the work of others should increase your ability to differentiate adequate work from exceptional work, and will hopefully help you to strive for the latter.

Those not presenting will be asked to anonymously complete a short online peer feedback form after each presentation. Student-specific forms will be distributed to the class via email prior to the start of each tutorial. In the meantime, the format can be viewed here: https://www.surveymonkey.com/r/VL89HR6. The results will be tallied by the TA and returned privately to each presenter via email, along with their formal mark. When providing your feedback please keep the following in mind: https://cit.duke.edu/pdf/grad/constructive_feedback.pdf

Marking Rubric: Your presentations will be marked out of a total of 20 points using the following questions as a guide:

1. **10 points:** Did the student show a firm understanding of the course material? Has he/she succinctly summarized all of the core concepts from their chosen reading?
2. **5 points:** Were the slides clear, concise, and well organized? Was the presentation delivered in a professional manner?
3. **5 points:** Did the student relate the course material to a past experience and/or describe how the reading material may have changed their worldview, assumptions, values, and/or beliefs about a given leadership concept?

Team Self-Evaluation

Assignment weight: this assignment will not be formally graded, but is required as part of your participation in the course.

Rationale: Leaders do not work alone. We would like to give you the opportunity to reflect upon how well your team is functioning and what impact your own actions/behaviour may be having on your team members. This is an opportunity for you to hone your leadership skills.

The Instrument: The team self-evaluation instrument that we are going to be using was developed by David Hultgren and Sid Henrik. They propose that team breakdown occurs when team members focus more on *tasks* and neglect *process*. Their instrument allows teams to quickly determine which of ten *team success factors* are contributing or could contribute to the breakdown of a team. These are:

1. **Mutual Goals:** The team has a mission or reason for working together that is shared by all members.
2. **Interdependence:** Members of the team optimally utilize each other's experience, ability, and skills.
3. **Commitment to Synergy:** Team members are committed to the idea that working together as a team is more effective than working in isolation.
4. **Accountability:** Individual team members are accountable to both themselves and to the team.
5. **Empowerment:** All team members are able to fully participate in decision-making.
6. **Interpersonal Communications:** Team members are able to communicate in a way that is open, honest, and reliable.
7. **Trust:** There is an assured reliance on the integrity, character, ability, and honesty of all team members.
8. **Problem solving:** The team has an agreed upon way to approach problem solving and decision-making that focuses energy and reinforces the importance of process in conducting team business.
9. **Conflict Resolution:** The team actively resolves conflict in a way that is peaceful and fair.
10. **Facilitative Leadership:** Leadership is shared and provides opportunities for creativity and the pursuit of mutual goals.

The instrument essentially allows teams to answer the question: *"How effectively are we working together?"* and to then do something about problem areas by paying special attention to the factors that team members are out of alignment on. A copy of the instrument can be seen on page 16.

Anonymity: All data will be collected anonymously (the only identifier will be your group number) and histograms of the results for a given group will be emailed privately to that group alone (not shared with the rest of the class).

Due Date: This instrument will be administered via online form (link to be emailed) twice during the semester. Once shortly after your case study outline is submitted and once shortly after your case study presentation.

Questions to Ask Yourself:

1. Were the results from the team self-evaluation what you expected? If not, why?
2. How have you applied your leadership skills within your team?
3. Is there anything that you would do differently in the future?
4. What did you learn?

TEAM SELF-EVALUATION

Instructions: Indicate on the scales that follow (1 low, 7 high) your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. Mutual Goals

Lack of common understanding | 1 2 3 4 5 6 7 | Clear understanding of agreement
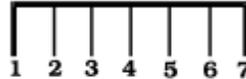
2. Interdependence

Team members rarely seek to understand issues, experiences, and skills of teammates | 1 2 3 4 5 6 7 | Team members actively seek to understand issues, experiences, and skills of teammates

3. Commitment to Synergy

Team decisions are usually win-lose; individuals promote their position exclusively | 1 2 3 4 5 6 7 | Win-win decisions are actively sought by all team members

4. Accountability

Accountability is based on functional objectives; members participate/ contribute little to team goals | 1 2 3 4 5 6 7 | Team members hold themselves and others mutually accountable for achieving team results; all members participant/contribute to team goals
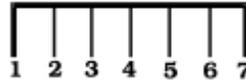
5. Empowerment

Usually reluctant to make decisions and take actions to produce results | 1 2 3 4 5 6 7 | Usually willing to make decisions and take actions to produce results

6. Interpersonal Communications

Closed and Guarded | 1 2 3 4 5 6 7 | Open and Participative

7. Trust

Little trust | 1 2 3 4 5 6 7 | Trust is evident

8. Problem Solving/Decision Making

Members have not agreed on an approach to problem solving and decision making | 1 2 3 4 5 6 7 | Members have a well-established, agreed on, and utilized approach to problem solving and decision making

9. Conflict

Conflict is evident but is ignored or is not constructively resolved | 1 2 3 4 5 6 7 | Conflicts are constructively resolved

10. Facilitative Leadership

Leadership is rigidly viewed as a role or assignment; often inhibits creation and accomplishment of team goals | 1 2 3 4 5 6 7 | Leadership is flexibly shared and facilitates creation and accomplishment of team goals

Leadership Reflections

Assignment weight: You will be required to write four separate reflections, each worth **10%** of your final grade. These reflections are to be completed individually.

Instructions: Self-reflection is required for growth and should be something that you engage in regularly throughout your career. Through these assignments we will take the time to engage in self-reflection in a structured way. Self-reflection is important, as it allows you to confront, understand, and resolve any contradictions that may exist between what you deem to be desirable behaviour and what has actually occurred in your professional practice. The advantages of self-reflection include allowing you to:

1. Ascertain and examine your worldview, assumptions, values, and beliefs.
2. Study your decision-making processes.
3. Analyze your relationships with colleagues.
4. Identify your skill and knowledge gaps.
5. Recognize and celebrate your strengths.

The reflective process is an important part of *experiential learning* and involves:

1. **Experiencing:** doing something, which could either be a critical incident or a part of your daily routine.
2. **Reflecting:** evaluating the experience.
3. **Learning:** gathering information and formulating a plan for how to handle similar experiences in the future.
4. **Acting:** applying what you have learned to future experiences.

For this assignment you will be asked to review the lectures, guest lectures, and required reading that has been completed to date and then think of an experience from your past that relates to some of the concepts that you have learned about. You will need to:

1. Briefly describe the experience.
2. Analyze the experience using as much of the information that you have abstracted from the lectures and required reading as possible. Did what you learned give you a better understanding about what happened?
3. Indicate what (if anything) you would do differently in the future if you encountered another similar experience. State why. What have you learned?
4. Where appropriate, try to answer the following questions: What did your actions say about your worldview, assumptions, values, and beliefs? What did the actions of others involved say about their worldview, assumptions, values, and beliefs?

It is important to demonstrate that you are engaging with the course material, so the more core concepts and citations that you are able to appropriately incorporate into these papers, the better. You will be expected to provide citations for any ideas put forth that are

not your own and may reference literature outside of the required reading, if need be. Your four papers together should illustrate the depth and breadth of your understanding of the course material (i.e. they should not all focus on the same concepts).

Length: Each reflection should be a maximum length of 3 pages with 1.5 spacing, excluding references and appendices. Any tables or figures needed should be included as appendices, rather than being embedded within the text.

Formatting: Times New Roman, 12 point font, and standard 2.54cm margins.

Submitting: Please submit your papers in either .doc or .docx format to celesteb@interchange.ubc.ca prior to 11.59pm on the stipulated due date (see section on student evaluation).

Marking Rubric: Your reflections will be marked out of a total of 30 points using the following questions as a guide:

1. **10 points:** Did the author show a firm understanding of the course material? Did he/she accurately incorporate concepts from the lectures, guest lectures, and required readings (and other sources, as necessary) and use citations appropriately? Were the concepts discussed in this reflection sufficiently different from the concepts discussed in the student's previous reflection(s)?
2. **10 points:** Was depth of reflection apparent? Were thoughts expressed in a coherent and logical manner? Did the author present convincing arguments?
3. **5 points:** Was the writing clear, concise, and well organized, with excellent sentence and paragraph structure? Were there any spelling or grammatical errors?
4. **5 points:** Were the page limit and formatting requirements adhered to? Did the student follow the instructions?

Case Study Presentation

Assignment weight: this assignment is worth **15%** of your final grade and is to be completed as part of a group. All members of a given group will receive the same grade. You will be randomly assigned to groups at the beginning of the semester.

Instructions: Choose a specific example of public health leadership in Canada. In past semesters students have chosen to explore leadership issues pertaining to Riverview Hospital, British Columbia's influenza control policy for health care workers, reforms to the Interim Federal Health Program by Citizenship and Immigration Canada, and BC Ministry of Children and Families policies on hotel use.

A suggested format for this case study is as follows:

1. Introduction to the case study.
2. Identify the leadership issue(s) central to this case.
3. Why is this leadership issue important?
4. What did the leaders do?
5. Consequences of the actions taken.
6. Challenges: how they were met and what alternative leadership actions were plausible?
7. Lessons learned?
8. Summary and conclusions.

The above outline has been adapted from the following document, which may provide you with further inspiration, but it is important to note that this assignment is not meant to be a formal qualitative study: http://www.pathfinder.org/publications-tools/pdfs/Preparing-a-Case-Study-A-Guide-for-Designing-and-Conducting-a-Case-Study-for-Evaluation-Input.pdf. With that said, here is another document that may be useful to review: http://bmcmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-11-100.

Be sure to incorporate into your presentation as many of the core concepts from the lectures, guest lectures, and required readings as possible. You may also use any information obtained through interviews (if you choose, not required) and/or from the mainstream media, as necessary.

Length: Your presentation is not to exceed 45 minutes in length. You will be allowed an additional 15 minutes for discussion and feedback immediately after.

Slides: You may prepare as many PowerPoint slides as you think are necessary.

Submitting: As a group, you must submit a single outline for your case study of no more than one page in length (single spaced, Times New Roman, 12 point font, and standard 2.54cm margins) to celesteb@interchange.ubc.ca by 11.59pm on the stipulated due date

(see section on student evaluation). You may use an additional page for references. This is due early in the semester to give adequate time for feedback from your instructors and revision, as necessary. Please submit the slides that you will be using for your presentation in either PowerPoint or .pdf format to celesteb@interchange.ubc.ca by 8am on the stipulated due date (see section on student evaluation).

Peer Feedback: Those not presenting will be asked to anonymously complete the following form (a single form for the presenting group as a whole) after each presentation: https://www.unlv.edu/sites/default/files/24/GPSA-EvaluationFormOralPresentation.pdf . The forms will be collected by the TA and the tallied results returned privately to the presenting group via email, along with their formal mark.

Marking Rubric: Your presentations will be marked out of a total of 30 points using the following questions as a guide:

1. **10 points:** Did the group show a firm understanding of the course material? Did they accurately incorporate concepts from the lectures, guest lectures, and required readings (and other sources, as necessary) and used citations appropriately? Did they address any theory-practice gaps, contradictions, and/or paradoxes in leadership? Did they include any countervailing views on leadership either from the literature or personal experience?
2. **10 points:** Were their thoughts expressed in a coherent and logical manner? Did they present convincing arguments?
3. **5 points:** Were the slides clear, concise, and well organized? Was the presentation delivered in a professional manner?
4. **5 points:** Was the time limit adhered to? Did the group follow the instructions for the assignment?

Case Study Paper

Assignment weight: this assignment is worth **35%** of your final grade and is to be completed as an individual assignment.

Instructions: Each student is required to write a paper *individually* on the same topic as their case study presentation. The format of this paper can be quite different than the format used for your group presentation, if you like. It is up to you. However, the same general guidelines as provided for the presentation apply.

Length: Each paper should be a maximum length of 10 pages with 1.5 spacing, excluding references and appendices. Any tables or figures needed should be included as appendices, rather than being embedded within the text.

Formatting: Times New Roman, 12 point font, and standard 2.54cm margins.

Submitting: Please submit your papers in either .doc or .docx format to celesteb@interchange.ubc.ca prior to 11.59pm on the stipulated due date (see section on student evaluation).

Marking Rubric: Your papers will be marked out of a total of 30 points using the following questions as a guide:

1. **10 points:** Did the author show a firm understanding of the course material? Did he/she accurately incorporate concepts from the lectures, guest lectures, and required readings (and other sources, as necessary) and use citations appropriately? Did he/she address any theory-practice gaps, contradictions, and/or paradoxes in leadership? Did he/she include any countervailing views on leadership either from the literature or personal experience?
2. **10 points:** Were the author's thoughts expressed in a coherent and logical manner? Did he/she present convincing arguments?
3. **5 points:** Was the writing clear, concise, and well organized, with excellent sentence and paragraph structure? Were there any spelling or grammatical errors?
4. **5 points:** Were the page limit and formatting requirements adhered to? Did the student follow the instructions?