

## **SPPH 526– Introduction to Leadership in Public Health 2017-2018**

### **Instructor**

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### **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%
Oct 2	Draft of preliminary outline for a case study (group assignment).	N/A
Nov 2	Summary of case study handed in (group assignment).	25%
Nov 16	Case study presentation (group assignment).	25%
Dec 11	Critique of a Case Study handed in (individual assignment )	35%