



**Cycle XIII, Session I
Syllabus and Competencies
February 11 – 13, 2009**

PROGRAM DESCRIPTION

Program components of Session I are below including competencies* and objectives.

A. PUBLIC HEALTH CORE FUNCTIONS AND SERVICES

Fellows will recognize the critical work one does through the review of objectives, functions, services, and dreams of the public health system. Fellows will also develop a further understanding of the Healthy People 2010 goals, core Functions of Public Health, and the 10 Essential Public Health Services.

COMPETENCIES FOR SECTIONS A

1. Encourages and facilitates others to share the vision.
2. Communicates effectively to translate understanding of mission and vision into action.
3. Facilitates strategic and tactical assessment and planning.
4. Identifies and analyzes policy issues and alternatives related to selected public health problems.
5. Utilizes the principles of social marketing and health education to communicate routinely with target audiences regarding public health needs, objectives, accomplishments and critical or crisis related information.
6. Identifies and interprets emerging trends.

OBJECTIVES FOR SECTIONS A

At the conclusion of the program, the fellow will be able to:

1. Enhance one's understanding of the three core functions of public health, as well as how they can be described as the 10 Essential Services.
2. Gain a better understanding of how one's agency or program relates to the 10 Essential Services.
3. Identify the two overarching goals of Healthy People 2010.

B. INTRODUCTION TO INDIVIDUAL DEVELOPMENT PROCESS AND PLAN

Each fellow will engage in a process of self-assessment and leadership development planning. One objective of this Institute is to reinforce a habit of on-going self-assessment and leadership development. In this Institute, fellows will receive feedback about themselves and have opportunities to expand and strengthen leadership skills and competencies. Prior to the graduation session, each fellow will be required to submit a final Individual Development Plan (IDP).

C. REVIEW OF SELF ASSESSMENT FEEDBACK

Use of assessment tools (Myers-Briggs Type Indicator and Leadership Product Inventory) will be introduced and the results discussed. The purpose and objectives for use of these tools and methods throughout the Institute will be explained- for identification of feedback on personal/team management and leadership behaviors and personality styles. These feedback reports will serve as foundation for the development of the leadership IDP.

COMPETENCIES FOR SECTIONS B AND C

1. Develops creative capacities to optimize learning, critical thinking, and analysis skills.
2. Facilitates utilization and application of systems thinking.
3. Facilitates and creates dialogue.
4. Recognizes and reconciles emotional and rational elements in collaboration building and strategic planning.
5. Facilitates empowerment of others to take action.
6. Facilitates identification of shared or complementary mission and creation of common vision.
7. Facilitates entrepreneurial spirit within team structures.
8. Facilitates the development of learning teams, which promote organization learning from a systems perspective.
9. Facilitates the development of shared mission, vision, and value statements.
10. Facilitates group process.
11. Facilitates development and utilization of problem solving, conflict resolution, and decision making skills.
12. Facilitates empowerment and motivation to accomplish objectives.
13. Develops opportunities and resources for personal mastery and team learning.

**National Public Health Leadership Development Network Competency Framework*

OBJECTIVES FOR SECTIONS B AND C

At the conclusion of the program, the fellow will be able to:

1. Gain an understanding of how boss, colleagues, and others perceive one's leadership strengths and development areas.
2. Gain an understanding of personality types and how they influence work, relationship, and leadership skills capabilities.
3. Learn that leadership strengths can be developed and that through a planned process one can improve his/her leadership strengths and minimize his/her development areas.
6. Understand how one's personal preferences that frame one's personality.
7. Learn what the MBTI is not designed to do.

D. INTRODUCTION TO PROJECT PLAN

The goal of the project is to apply knowledge, skills, and competencies enhanced through Institute course work to analyze and consider interventions to apply to the resolution of the issue. The focus is on the critical thinking processes that guide participants through problem identification, objective definition, and systems thinking to assess alternative scenarios that could address the problem.

COMPETENCIES FOR SECTION D

1. Articulates future scenarios in terms of alternatives for change.
2. Develops and articulates vision.
3. Encourages and facilitates others to share the vision.
4. Applies innovative concepts and methods in strategic decision making process.
5. Communicates effectively to translate understanding of mission and vision into action
6. Develops creative capacities to optimize learning, critical thinking and analysis skills
7. Facilitates utilization and application of systems thinking.
8. Articulates the difference between transforming changes affecting general direction/policies and changes affecting day to day implementation and operations.

OBJECTIVES FOR SECTION D

At the conclusion of the program, the fellow will be able to:

1. Identify public health problems within the state of Missouri
2. Apply critical thinking to Missouri's public health problems

E. INTRODUCTION TO SYSTEMS THINKING

This session reviews the basic steps of systems thinking as a language to use with others and an analytical framework for the individual and class projects.

Systems thinking is a skill used to appreciate the complexity of problems we face, realize how well intentioned actions can make the situation worse, and look for leveraged intervention opportunities. Fellows will explore the desired results of their project and the reality they must work with in order to accomplishing these results.

COMPETENCIES FOR SECTION E

1. Establish creative tension (the discrepancy between vision and reality) in a team.
2. Identify how I contribute to and impede organizational learning.
3. Identify, test and change key assumptions when the data warrants it.
4. Balance advocacy and inquiry appropriately in conversation.
5. Describe a situation in terms of events, patterns and structure, and distinguish higher leverage interventions from those that only address the symptoms.
6. Help a team arrive at a shared vision.
7. Use the disciplines of organizational learning on a public health issue.

OBJECTIVES FOR SECTION E

At the conclusion of Session 1, the fellow will be able to:

1. Develop an understanding of organizational learning: what it is and the type of leadership which is required to accomplish it.
2. Develop the ability to clearly articulate both personal and organizational vision and strategies to achieve shared vision.
3. Improve critical, systematic thinking skills.

F. COLLABORATION LEADERSHIP

This session will discuss many different forms of collaboration and the different types of collaborative groups. Collaborative groups will be discussed as coalitions, which are loosely structured; alliances, which are structured around a specific organizational agenda; and partnerships, which are highly structured.

COMPETENCIES FOR SECTION F

1. Identifies, articulates, and models professional values, beliefs, and ethics.
2. Models and facilitates integration of cultural sensitivity and competence.
3. Identifies key stakeholders and resources necessary for mediating, negotiating, and/or collective bargaining with political sectors, political action committees, and/or stakeholders.
4. Identifies, develops, and utilizes power-based alliances with value-based and ethical perspectives.
5. Identifies and includes key players, power brokers, and stakeholders in collaborative ventures.
6. Facilitates network and participation of all stakeholders including broad and diverse representation of private/public and traditional/nontraditional community organizations.
7. Creates and implements information and communication processes to facilitate team development.
8. Facilitates development and utilization of problem solving, conflict resolution, and decision making skills.
9. Facilitates development of servant leadership capacity including selflessness, integrity, and perspective mastery.
10. Diagnoses and intervenes in marginally productive, dissident or demoralized team situations.
11. Clarifies and facilitates effective work group processes and relationships.
12. Utilizes negotiation skills to mediate disputes and resolve conflicts.
13. Models effective group process behaviors including listening, dialoging, negotiating, rewarding, encouraging, and motivating.
14. Models effective team leadership traits including integrity, credibility, enthusiasm, commitment, honesty, caring, and trust.

OBJECTIVES FOR SECTION F

At the conclusion of Session 1, the fellow will be able to:

1. Develop the synergy of people, organizations, and communities to accomplish a shared purpose and action.
2. Define the different levels of interaction among individuals and groups.
3. Identify three problem types and articulate how one should approach solving them.
4. Identify processes that are essential to exercise collaborative leadership in an environment of trust among stakeholders.
5. Identify the characteristics of trust required in a collaborative effort.
6. Describe the difference between power and influence in a community setting.
7. Identify sources of power and influence and their relationship to collaborative leadership.