

MCH LEADERSHIP ENRICHMENT SEMINAR

Johns Hopkins Bloomberg School of Public Health

The following session outline was used in academic year 2008-09 for a MCH Leadership Enrichment Seminar course for masters students at the Johns Hopkins Bloomberg School of Public Health. The intent in seminar development was to draw on the content of the web modules of the MCH Leadership Development Series (www.jhsph.edu/wchpc/mchlds/) to address MHS student requests for more professional and leadership skills development opportunities in the PFRH MHS program. We sought to offer a flexible, low-burden approach to meeting the professional development needs of our masters students

This seminar course comprised seven 60-minute sessions. Out-of-classtime work burden on the students was no more than 1 hour/session. Student comments and requests at the “mid-course” timepoint and upon conclusion indicated preferences for:

- class time spent in small group work.
- materials that are “translated” for a younger audience with less work and life experience than the established professionals (target audience of the MCH LDS).
- “tip sheets” for each session that could be added to a “leadership skills tool box.”
- a component that is individualized targeted “coaching,” based on an initial comprehensive assessment of areas of strengths and weaknesses. Tie targeted coaching sessions to past work experience. Could be done as one-on-one or in small groups of people wishing to work on same/similar skills. The coaching sessions could be brought back to the whole group. Examples of pertinent skill areas suggested were supervising, team building/running meetings, conflict negotiations, interviewing (so can use that skill in garnering field placements).
- where available, use videos of scenarios and have the students critique the people/processes in the video (e.g., NASA video).

SESSION 1: INTRODUCTION / OVERVIEW

Learning Objectives

- Students will be acquainted with seminar plans, processes, materials and expectations.
- Students will explore the genesis of and predominant characteristics of their own leadership skills.

Session Materials

Pace Palette

Additional Materials

35 Reflective Questions

Session 1 Activities

Present and discuss seminar and session learning objectives

See list above

Highlight key leadership concepts from Ben Lozare

- “Leadership is self realization.”
- “Leadership cannot be taught, but you can learn it.”

Review MCHLDS website

Watch interviews with MCH professionals: Genesis of Leadership

- Are Leaders Born or Made?
- Learning to Lead 2

Group Discussion

Was there a catalyst, formative experience, or people that set you on a path of developing and displaying your leadership abilities?

Complete Pace Palette Self Assessment

Key Ideas:

- Personal Insight – importance
- Temperament and personality patterns; complex psychology concepts made simple
- Will use more in future sessions related to team building, communication processes, empathy
- No good or bad colors; each has all 4, one is dominant, the world needs all!

Students complete scoring.

Small Group Work

After completing Pace Palette self assessment, break into groups of same color to discuss the following questions.

1. What are your common joys, values, and strengths?
2. What are your common irritants and stressors?

Group Discussion

Discuss the color group findings.

Concluding Comment: *“It is not only important to understand selves, but also those who you are working with.”*

SESSION 2: EXPLORING LEADERSHIP CONCEPTS

Learning Objectives

- Students will identify characteristics they consider important to leadership.
- Students will identify their own leadership qualities and those they would like to further develop.
- Students will understand the difference between management and leadership in the context of organizational development.

Preparation Assignment

- Roberts, W. 1985. Leadership Secrets of Attila the Hun, Chapter1. New York, Warner Books.
- Complete Module 1 Self Assessment

Additional Materials

Goleman Daniel, "What Makes a Leader?" Harvard Business Review, November-December, 1998.

Session 2 Activities

Group Discussion

- Have you made any observations/insights about yourself since doing the Pace Palette?
- What about reflections/comments in relation to your completion of the self-assessment?

Watch Module 1 Mini-Lecture: "Tapping Into Your Leadership Potential"

Group Discussion

- What did you connect with most in the lecture?
- Did any of what Dr. Lozare had to say make any sense in terms of your color palette dominant temperament color?

Suggested Reading

Alexander MP, Zakocs RC, Earp JL, French E. 2006. Community Coalition Project Directors: What Makes Them Effective Leaders? *Journal of Public Health Management and Practice*, 12(2), 201-209.

SESSION 3: DEVELOPING VISION AND CREATING CLARITY

Learning Objectives:

- Students will appreciate how self-limiting models weaken creativity and thinking processes.
- Students will understand the importance of shared vision.
- Students will be able to discriminate between a good shared vision and a poor one.
- Students will know the steps in nurturing a good shared vision

Preparation Assignment

Goffee R & Jones G. 2005. Managing Authenticity: The Paradox of Great Leadership. *Harvard Business Review*, December 2005, 87-94.

Session 3 Activities

Group Discussion

- Discuss the article, “Managing Authenticity: The Paradox of Great Leadership.”
- Looking at the recent election, can we make some generalizations about the role that authenticity and vision played? Did the candidates succeed in managing their authenticity? Examples?
- How does managing authenticity relate to creating shared vision?
 - Transparency vs. hidden agendas
 - Engaging commitment and trust
 - Inspiring and forging connections
- Thinking about the Pace Palette, are there issues particular to each “color” in terms of managing authenticity?

Watch Module 2 Mini-Lecture, “Creating Clarity and Shared Vision”

Group Discussion

- Can you think of some examples of the vision communicated by organizations or programs that you have worked with?
 - Was it a shared vision?
 - How was the vision communicated?
 - How did the vision affect the operations of the organization/program?
- Discuss different perspectives on the utility of vision and vision statements. What’s the difference between shared vision and a vision statement—can you have one without the other?
- What elements of your “color” might help or hinder your efforts to engage others in a shared vision—or your own efforts to engage with others’ efforts?
- When vision isn’t shared—when it is imposed and/or opposed
 - New administrations, new agendas: Watch the Maxine Hayes video clip on Engaging others in your vision and working under changing agendas. How would you describe her general perspective toward changes in agendas?
 - Sometimes the experience is not so positive--How can operational units and staff adapt when the vision is imposed from a “higher up” level? Have you experienced a similar situation?

Additional Potential Exercises

1. *Scenario:* New Governor. Must adapt to economic crisis. Wants to get mavericky with the way state government does business—streamline, consolidate, and cut. Cut people, cut training, slash budgets across the board. (and/or could incorporate something ideological, like boosting abstinence ed and integrating it into FP efforts?)

Activity: Break into two groups. Hand out the organizational chart. Each group maps out a scenario for the effect of this new vision on program(s) down the org. chart—one an optimal scenario with committed and trusting followers, and the other quite the opposite. Then come back together to describe and discuss the two scenarios.

2. Link to the NPR audio clip on the significance of shared vision in the effort to forge an international climate treaty. Discuss the following in light of Module 2 content:

UN convention on climate change is going on right now—this week—and you can find numerous documents on the website or the convention outlining various position statements about the shared vision. This shared vision is clearly of the highly applied sort; points of contention include the pace of change and sense of urgency set forth in the vision, inclusion of specific, measurable long-term goals and objectives, and perhaps most significant, principles that have to do with responsibilities and obligations of different parties.

SESSION 4: LEADERSHIP REVEALED IN MCH HISTORY

Learning Objectives

- Students will identify leadership qualities exhibited by Jane Addams in Sanitation Crisis in Chicago.
- Students will identify the relationship between the individual/personal and societal benefit in examples of leadership.

Preparation Assignment

1. Read “City Housekeeping As Experimentation” (from Jane Addams and the Dream of American Democracy: A Life. Jean Bethke Elshtain. Basic Books, New York, 2002, pages 164-176)
2. Review video lectures or lecture slides from Modules 1 & 2 of the MCH Leadership Skills Development Series
3. After reading the selected text, write a cover letter from Jane Addams to the board of a large public health organization applying for the position of Executive Director. Emphasize her leadership qualities in the letter. Students will share their letters with each other during the conference call session.

Session Materials

Further Reflections on Jane Addams’ Leadership (handout)

Session 4 Activities

Review and summarize “City Housekeeping As Experimentation.”

If students are comfortable, ask some/all to share with the group, reading aloud.

Group Discussion

- What color do you think J Addams was?
 - Red: action, risks
 - Green: invent, non-conforming, curiosity, focus on the future
 - Yellow: industrious, work ethic
 - Blue: flexible, adaptable
- List “leadership qualities” exhibited in the story; Instructor first identifies the total list that was in the letters read, and then add one of her own that (hopefully) wasn’t mentioned. Can refer back to the key points/slides from Mini-lecture 1: Key Points/Vision; Skills & Competencies of Leaders; Roles/Tasks.
- If time, ask students if they can think about other MCH leaders that they might have heard of...ask them to name and say if they know anything specific about their leadership behaviors). If time, we could throw some names into the discussion...Margaret Sanger, Katherine Lenroot, Sara Rosenbaum, Helen Rodriguez Trias, Marion Wright Edelman, Martha May Elliot, C Everett Koop, Julie Beckett – others.

SESSION 5: TEAM BUILDING; COMMUNICATIONS FOR EFFECTIVE MEETINGS AND PROJECT DEVELOPMENT

Learning Objectives

- Students will appreciate the different functional (as opposed to professional) roles teams members play.
- Students will draw from their and their colleagues' experiences to identify effective and ineffective team dynamics.
- Students will understand the role of leadership in fostering an organizational climate that empowers and inspires people.

Preparation Assignment

1. Watch Module 3 Mini-Lecture: "Building and Supporting Teams"
2. Read Case Study: Tackling Childhood Obesity
Note: Students should not complete case exercises in advance of class.
3. Hogan R, Curphy GJ & Hogan J. 1994. What We Know About Leadership. *American Psychologist*, 49(6), 493-504.

Session Materials

Exercises for Tackling Childhood Obesity Case Study

Additional Materials

- Tip Sheet for Effecting Change at Meetings.
Jessop, E. (2001). Effecting Change at Meetings. In D. Pencheon, C. Guest, D. Melzer, & J. A. Muir Gray Eds., *The Oxford Handbook of Public Health Practice* (pp. 422-426). New York, NY: Oxford University Press.

Session 5 Activities

Group Discussion

- Brief review of the case study.
- Elicit reflections on the case in light of materials presented in the mini-lecture.
- Divide students into two groups. Assign one group to think about questions in Exercise 1 of the case; group 2 is assigned to think about questions in Exercise 2.
Note: Students should not complete case exercises in advance of class.

Small Group Work

One group should write the memo inviting to next meeting, other group prepared the agenda for next meeting

Group Discussion of Memo and Agenda

Each group shares their "document." Conversation should be focused on issues about:

- Repairing damaged relationships
- Importance of advance planning of meetings
- Strategies for garnering buy-in and engaging all participants
- Information/examples of actual facilitation techniques can be shared.

Note: Many issues and skills can be highlighted in this discussion.

SESSION 6: CONFLICT MANAGEMENT: PART I

Learning Objectives

- Students will examine their personal views of, and reactions to, conflict.
- Students will examine the effects of their emotions on their effectiveness at work.
- Students will enhance their communication and negotiation skills to more productively deal with conflict.
- Students will learn and apply new strategies for analyzing and responding to conflict

Preparation Assignment

1. Watch Mini Lecture #4, Part 1: "Perspectives on Conflict"
2. Self Assessment for Module 4

Session Materials

- "This Happened with Pat and Ryan" Vignette
- Diagnosing Disagreements Exercise

Additional Materials

- Rules of Conduct
- Conflict Management On the Spot
- Writing Letters – A Tool for Conflict Resolution

Session 6 Activities

Group Discussion

- Is conflict good or bad thing?
- What are some of the problems that result when disagreement and conflict remain unresolved in workgroups or organizations? (sense of invulnerability; unquestioning belief in its own morality; pressures to conform, suppressing opposition; illusion of unanimity; self-censorship of any deviation from the group).
- How do you recognize poor team working? (late to or miss meetings; entrenched positions in professional roles (not my job); too much time spent going over the same ground; hidden agendas; don't get tasks done on time; priorities keep getting changed as problems arise.)

Self Assessment Discussion

- Any "ah has"?
- And what about our color traits...are there certain traits that feed into conflict?
- How might refocus each?

"This Happened with Pat and Ryan"

Read vignette and complete individual reflection/writing questions

Optional Group Exercise

- Complete Diagnosing Disagreement Exercise
- Have students do role reversal activity

Group Discussion Based on Individual Reflection

Assist students in thinking through the working environment analogue to the Pat and Ryan vignette:

- Settings where these issues might arise?
- What strategies (same or different) in the employment setting?

Suggested Reading: Behfar KJ, Peterson RS, Mannix EA & Trochim WMK. 2008. The Critical Role of Conflict Resolution in Teams: A Close Look at the Links Between Conflict Type, Conflict Management Strategies, and Team Outcomes. *Journal of Applied Psychology*, 93(1), 170-188.

SESSION 7: CONFLICT MANAGEMENT PART II: DIAGNOSING DISAGREEMENTS

Learning Objectives

- Students will examine their personal views of, and reactions to, conflict.
- Students will examine the effects of their emotions on their effectiveness at work.
- Students will enhance their communication and negotiation skills to more productively deal with conflict.
- Students will learn and apply new strategies for analyzing and responding to conflict

Preparation Assignment

- Watch Mini Lecture #4, Part 2: "Strategies for Navigating and Resolving Conflict"
- Read "Preparing for Conflict and Negotiation: A Case Study on Perinatal Depression Perinatal Depression"

Session 7 Activities

Review "Preparing for Conflict and Negotiation: A Case Study on Perinatal Depression Perinatal Depression"

Complete "Disagreement Diagnosis" together

Small Group Work

- Break into small groups to discuss five strategies for negotiating disagreements (competing, accommodating, avoiding, collaboration, and compromising).
 - How do you think Ms. Albright views conflict? What are some of the negotiating strengths or weaknesses she brings to the negotiating task?
 - Characterize the likely negotiating style of the case study characters.
 - Consider some possible strategies Ms. Albright might employ.
- In full group, discuss strategies discovered