

**BLOCK 1: ORGANIZATIONAL SYSTEMS**

This four-week block follows up on what you learned at the on-site session and introduces scholars to organizational systems thinking. Using current concepts and models to examine their own organizations and projects, they will develop capacities to perceive, understand and facilitate change in public health organizations.

**Learning Objectives**

- Describe their public health organizations as systems.
- Improve communication and group dynamics in organizational systems.
- Understand and practice methods that encourage innovation and creativity in organizational systems.
- Explain and demonstrate how to encourage learning for change in organizational systems.
- Identify at least three principles of organizational change and understand how to apply them.

**BLOCK 2: MANAGING PEOPLE AND TEAMS**

This six-week block guides scholars in developing a skillset to effectively lead and supervise a diverse staff. The on-site session focuses on managers as individuals and is designed to promote self-awareness and help scholars design meaningful, achievable, and measurable competency development goals. The virtual sessions begin with a focus on managers as key figures in workforce development, tasked with assisting those they supervise with professional growth and development. The last section of the block focuses on team dynamics, change in the workplace, and community engagement efforts. Principles of diversity, equity, and inclusion are woven throughout the curriculum, and the interactive sessions will include implications of various skills and leadership styles as well as homework assignments to apply and assess the application of new tools and methods.

**Learning Objectives**

- Identify your natural tendencies, areas that can be strengthened, and implications for your Skillscope Assessment results and development goals.
- Understand how to address diversity, equity, and inclusion within these frameworks.
- Describe a comprehensive performance appraisal process.
- Identify strategies for providing constructive feedback.
- Identify the steps of the coaching process.

## **Learning Objectives (continued)**

- Identify strategies for a successful coaching session.
- Identify strategies to foster a healthy teamwork environment.
- Describe strategies for holding meaningful and productive meetings.
- Describe strategies to manage the impact of organizational change on staff.
- Describe strategies for authentic community engagement in public health practice.

## **BLOCK 3: FINANCIAL MANAGEMENT**

Understanding financial management issues is a basic competency for managers operating in any sector. The overall goal for this six-week block is to prepare the participant to participate intelligently in, and contribute to, financial decisions made in his or her management unit. While participants may ultimately delegate the actual financial analysis to other staff, if they are to become effective managers, it nevertheless remains imperative that they understand both the language and the fundamental concepts of financial management, and become comfortable with what is required to perform formal financial analyses. Those completing the block successfully will be knowledgeable about both the uses and the limitations of cost and financial information from the perspective of a manager.

### **Learning Objectives**

- Understand the link between an organization's mission and goals, and the management of its financial resources.
- Develop a budget to meet programmatic needs.
- Apply standard cost analysis methods for planning, budgeting and analysis.
- Utilize budgetary tools in order to make strategic budget decisions.
- Understand the common underlying characteristics of financial fraud, the importance of an internal control system, and management's role in preventing fraud.

## **BLOCK 4: PROGRAM EVALUATION**

The content presented in this eight-week block is based on the Framework for Program Evaluation in Public Health developed by the Centers for Disease Control and Prevention. The eight-week block will be a hands-on learn and practice session on how planners can begin to build and evaluate their programs using practical process and outcome measures. In this block, scholars will begin to build their own evaluation plan for a program or project that they are currently working on for their organization.

## Learning Objectives

- Describe the relationship between performance management, program planning and evaluation
- Describe the steps of program planning and evaluation process
- Perform information seeking of data sources and key public health information systems
- Identify key stakeholders in an evaluation
- Develop the components and elements of a program logic model
- Identify the key steps needed for successful program implementation
- Create a basic evaluation plan including data collection and analyzing methods
- List three ways to use evaluation data to draw conclusions about a program
- Communicate the impact of their program to outside audiences

## Block 5: Conflict Resolution and Negotiation Skills

Negotiations comprise a major part of a manager's job. Middle level managers estimate that as much as 80% of their time is spent in negotiations of one kind or another, while upper-level managers estimate that they spend up to 95% of their time negotiating.

It is easy to recognize some types of negotiations, such as those that occur in service contracts, labor relations, and the settlement of legal disputes. Other negotiations, such as dealings with superiors, subordinates, other colleagues, or the public, are less easily recognized but much more frequent. Indeed, every meeting, if not every conversation, is likely to involve some type of negotiation.

Because negotiations are an integral part of the manager's job, it follows that most managers have already developed some conflict resolution skills and have had some success in negotiating. The purpose of this course is to recognize more clearly negotiating opportunities and the skills and strategies that lead to successful agreements. If participants complete the course with greater consciousness of their negotiating skills and the opportunities to use them, we will have been successful.

In this eight-week block we will identify and assess those factors that are common to a wide range of negotiating situations. We'll consider and practice how they can be applied and adapted to each specific situation. Within our areas of concern are negotiations between individuals representing either themselves or others; negotiations within a department, between departments, and between organizations; negotiations between interest groups within communities or at a "grassroots" level; and multi-party negotiations involving public or non-profit agencies, the private sector, and interest groups. We will address one-time negotiations as well as on-going negotiations in which establishing and maintaining relationships is vital.

## Learning Objectives

- Identify and understand the difference between “interests” and “positions,” and be able to apply “interest-based” negotiations to resolve disputes.
- Understand how to design the framework and process for resolving conflict and reaching agreement.
- Understand the importance of communications during the negotiations process, including improving your ability to communicate in the style of those who sit across from you at the negotiating table, and to use a variety of communication strategies, tools, and techniques to increase your ability to influence others.
- Understand the importance of negotiating as a representative; be able to develop a strategy for the situation to ensure that one’s own constituents or principals are appropriately involved.
- Understand the critical importance of implementing agreements and how to apply adaptive management practices to allow parties to renegotiate the agreement or refine elements of it while maintaining the overall agreement.

## Block 6: Health Communication

This six-week Health Communications block provides scholars with the knowledge and skills to master important communication competencies for public health managers; 1) developing strategic communications plans to advance public health issues, 2) responding effectively during public health emergencies, and 3) utilizing multiple tools to reach different audiences with public health information. Participants will draw upon communications challenges within their work to explore strategic solutions.

## Learning Objectives

- Increase ability to identify communications strategy for a public health issue.
- Identify key principles of risk communication.
- Understand strategies for working with the media to promote public health policy goals.
- Engage in social media tools to promote health issues for the public and for focusing on different target audiences.