



WP5- Building Leadership Capacity in the Israeli Public Health System



Public Health Leadership Course Guide
BGU & MU

The Guide's Purpose

A theoretical backbone:

- Providing course structure and material orientation for teachers, through summaries and basic presentations of each lesson.
- Providing relevant articles for further elaboration, so every institution could adjust the course to their needs.

A methodological guide:

- Introducing teachers to the principles of PBL and a method of how to apply it in a case study.
- Providing two simulation scenarios and a step-by-step guide on how to facilitate each simulation session.

The Guide's Structure

Comprised of 3 parts:

- **Frontal Lectures on Leadership:** Definitions and theoretical background; Transformational, ethical and servant leadership; Conflict resolution in Healthcare; Ethical Decision-making in health
- **PBL (Problem-Based Learning):** Methodology & vaccine hesitancy case study.
- **Simulations:** Facilitation, debriefing and evaluation for two simulation scenarios in an Israeli context.

Part I: Leadership- Definitions and Theoretical Background

What is Leadership? Explored via:

- Trait Approach: Leaders have special characteristics that make them effective leaders (e.g., Self-confidence, conscientiousness, creativity)
- Behavioral approach: Leadership as a set of skills that can be learned, practiced and improved upon (e.g., technical, human and conceptual skills)

Part I: Leadership- Definitions and Theoretical Background

The difference between leadership and management:

- Leadership: “the process of influencing a group of individuals to obtain a common goal; **and to develop a vision.**”
- Management: focused more on **formal** directing and controlling of resources (e.g., human, budget, structures etc.) to reach **short term goals** (Kotter, 2001; Kotterman, 2006).

Part I: Leadership- Transformational, servant, and ethical leadership


Exploring leadership styles in the context of current Public health leadership challenges:

- Transformational Leadership: Leading proactively by implementing new ideas, changing the organizational culture and motivating followers by appealing to group rather than individual interests.
- Servant Leadership: Putting the needs and well-being of the followers first and clarifying that to followers (a goal in it of itself, not just to promote efficiency).
- Ethical Leadership: Demonstrating normatively appropriate conduct through personal actions, and promoting such conduct to followers through reinforcement, two-way communication and decision-making



Part I: Leadership- Transformational, servant, and ethical leadership

Each of the aforementioned styles are relevant to current issues:

- healthcare workers' psychological well-being
 - satisfaction of workers and patients
 - innovative behaviour & proactive behaviour in the public health sector
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Part I: Leadership- Conflict Resolution In Healthcare

- Advantages and disadvantages of shared decision making (e.g., diversity of information and solutions, easier consensus vs. conformity and time consumption).
- Common sources of conflict: such as differences in ideologies and organizational objectives, power struggle between leaders.
- Different styles of dealing with conflict: Dominating, avoiding, compromising, obliging and integrating styles. Characterized by the degree of concern for the self and others in the decision-making process.

Part I: Leadership- Conflict Resolution In Healthcare

Presenting an 8-step conflict resolution process:

1. **Create an effective atmosphere**
2. **Clarify perceptions**
3. **Focus on individual and shared needs**
4. **Build shared positive power**
5. **Lead to the future, then learn from the past**
6. **Generate options**
7. **Develop doables**
8. **Make mutually beneficial agreements**

Part I: Leadership- Ethical Decision-making in health

- Introduction to Ethics – a behavioral compass on the moral and professional levels.
- Introducing the students to bio-ethics and Public Health ethics, and differentiating between the two.
- Characterizing Ethical dilemmas in all levels of the organization (Micro, macro and meso)

Part II: Problem-Based Learning as an instructional approach

Investigation and resolution of messy, real-world problems, that don't have a single correct answer:

4 fundamental principles of PBL:

- (1) Constructive: an active process where students build upon and reconstruct prior knowledge.
- (2) Self-directed: learners play an active role in planning, monitoring and evaluating the learning process.
- (3) Collaborative: interaction between learners as a tool to enhance the learning process
- (4) Contextual: exposing learners to the problem in a professionally relevant context and from multiple perspectives.

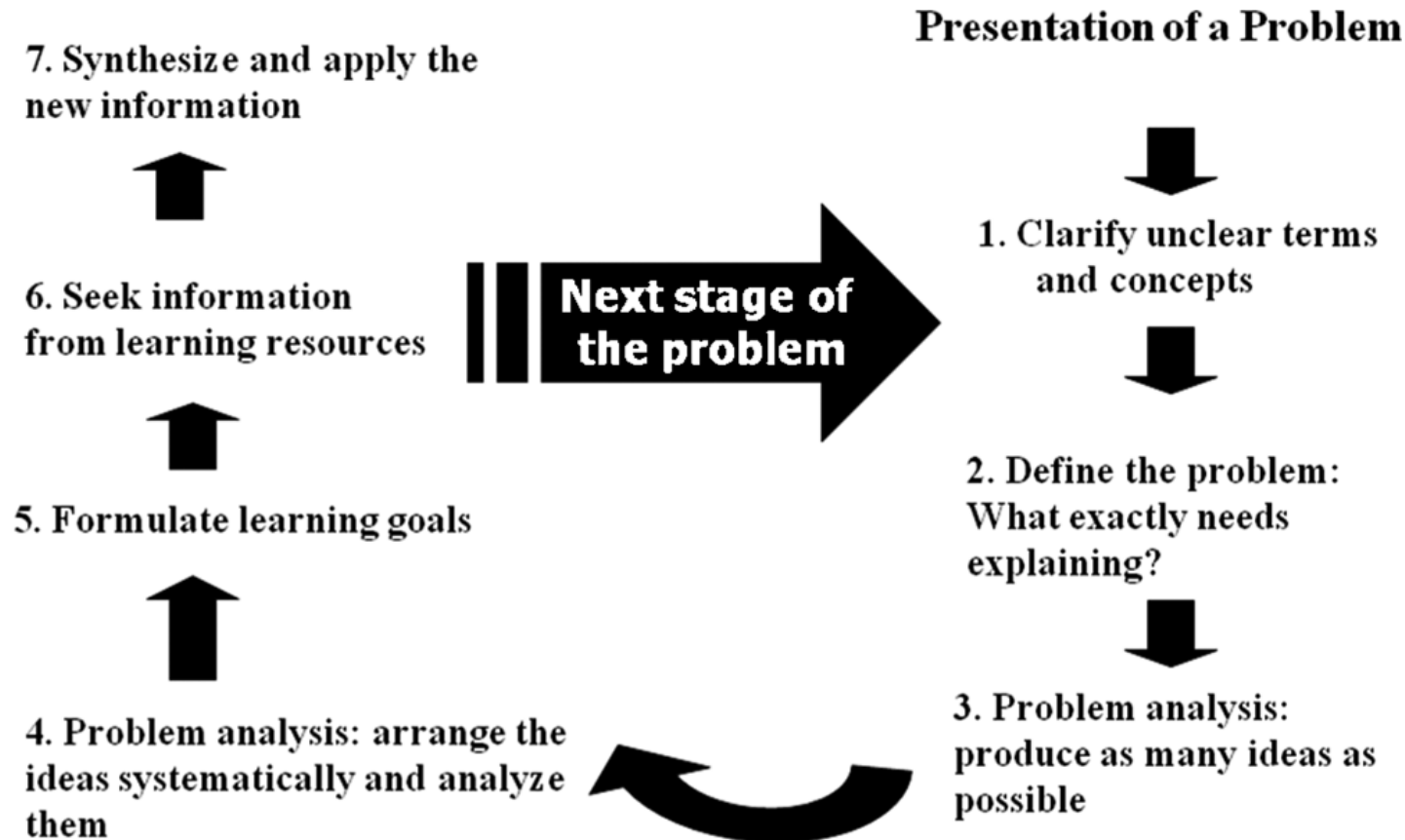
Part II: Problem-Based Learning as an instructional approach

Providing facilitation strategies:

- **Pushing for explanations:** stimulating thought in the rest of the group, getting a window into the current understanding of the learners, helps the students realize the limits of their own understanding.
- **Revoicing:** Useful in navigating the discussion and giving attention to some ideas over others.
- **Generating hypotheses:** encouraging students to generate hypotheses promoting self-directed learning as well as keeping the process moving along. It can help prevent students from engaging in unfocused data collection

Part II: Problem-Based Learning as an instructional approach

- Providing a protocol for implementing PBL in a case study:



Part II: Problem-Based Learning, a case study

- Vaccine hesitancy is provided as an example with background aimed at helping the facilitator guide the groups to thinking about determinants of vaccine hesitancy on the individual and societal levels.

Part III- Simulations

- The importance of simulations as a training tool, as it allows learners to experience reality-like situations in a controlled, safe environment.
- Two debriefing models are presented for facilitators to choose from.
- Debriefing: a learning mechanism that guides the reflective and evaluative processes before and after the simulation.

Part III- Simulation Scenarios

- Two simulation scenarios with clearly defined roles, context, learning objectives and points of reference in the debriefing:
- **1. Leadership in a complex environment:** In light of high incidence rates and low vaccination rates of COVID in the city, should COVID-19 vaccination be provided in local community centers, and how?
- **Participants include:** head of the city's parental committee, Director of education, the mayor, Regional HMO manager, COVID national coordinator, the mayor.

Part III- Simulation Scenarios

- **2. Decision making and dealing with ethical dilemmas:**

In light of a new deadly variant of COVID being discovered which may create another wave of COVID incidence in the country, the minister of health has convened different parties to discuss ways of preventing further spread of the variant (such cellphone tracking by the General Security Service).

- Participants include: Head of public health services, minister of health, minister of finance, minister of defense.
- Concludes with an evaluation of each scenario.