

# Environmental Public Health Leadership Institute

**2009-2010 Cohort V**

**Leadership Project Guide  
for Fellows**

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## Leadership Team and Mentoring Schedule

DATE	ASSIGNMENT/ACTIVITY
<b>Oct-Nov, 2008</b>	Submit EPHLI application and include environmental public health issue in their organization/community that needs attention

DATE	ASSIGNMENT/ACTIVITY
<b>January 20, 2009</b>	Receive Mentor/Fellow Assignments
<b>January, 2009</b>	Pre-Session Reading Assignment: <i>Fifth Discipline</i>

DATE	ASSIGNMENT/ACTIVITY
<b>February 7, 2009</b>	Performance Standards Assessment Due to Patrick Bohan
<b>February 9, 2009</b>	1:00 - 3:00 PM CST: Fellow Orientation to Individual Development Plan (IDP), coaching, mentoring and leadership project plan via Web-Ex
<b>February 16, 2009</b>	Receive results of Performance Standards Assessment
<b>February 23-27, 2009</b> Mon. Feb. 23  Wed. Feb. 25	Session I: Atlanta, GA Meet with Mentors (Develop Team Charters, Schedule Team Conference Calls, Discuss Action Learning Process)  Leadership Team Meeting with Mentors

DATE	ASSIGNMENT/ACTIVITY
<b>March 2009</b>	Team Charter completed and submitted to Team Members, Mentor and EPHLI Office
<b>March, 2009</b>	Participate in 6-8 Leadership Team Conference Calls as scheduled

DATE	ASSIGNMENT/ACTIVITY
<b>May 22, 2009</b>	Systems Thinking Assignment I Due
<b>May-June, 2009</b>	Systems Thinking Conference Call Participate in Leadership Team Conference Calls

DATE	ASSIGNMENT/ACTIVITY
<b>June 26, 2009</b>	Leadership Project Plan and Logic Model Due to Mentor and EPHLI Office

DATE	ASSIGNMENT/ACTIVITY
<b>July 27, 2009</b>	Leadership Team and Mentor provides feedback to Fellow on Leadership Project Plan Participate in Leadership Team Conference Calls

DATE	ASSIGNMENT/ACTIVITY
<b>September, 2009</b>	Systems Thinking II Assignment Due
<b>Sept-Oct, 2009</b>	Systems Thinking Conference Call Scheduled Participate in Leadership Team Conference Calls

DATE	ASSIGNMENT/ACTIVITY
<b>October 19-23, 2009</b>	Session II: St. Louis, MO (Leadership Team Meeting with Mentors)

DATE	ASSIGNMENT/ACTIVITY
<b>November 23, 2009</b>	Leadership Project Abstract Submitted Online

<b>DATE</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>December 18, 2009</b>	Submit Mentor and Coach Evaluations Participate in Leadership Team Conference Call

<b>DATE</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>January 19, 2010</b>	Final Leadership Project Report Due
<b>January 21, 2010</b>	Vote for Cohort V Representative to Speak at Graduation

<b>DATE</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>February 1, 2010</b>	PowerPoint/Poster Presentation Due
<b>February 22-26, 2010</b>	Graduation, Atlanta, GA (Graduation Ceremony and PowerPoint/Poster Presentation)

## Leadership Project Assignment

The IOM Report, "The Future of Public Health," (1988) described the government's role in public health in terms of three principal functions: assessment, policy development and assurance. The Report states that "these functions correspond to the major phases of public problem solving: identification of problems, mobilization of necessary effort and resources, and assurance that vital conditions are in place and crucial services are received."

One of the requirements of the Environmental Public Health Leadership Institute (EPHLI) is to complete a leadership project. The goal of the project is to apply knowledge, skills and competencies enhanced through Institute coursework to analyze and consider interventions that may apply to the resolution of the problem. As part of the EPHLI application process, potential Fellows were asked to identify an important environmental public health issue in their organization/community that needs attention. However, as the Fellows proceed through the Institute, this problem/issue could change significantly. You will address this issue and work through your Leadership Project with the assistance of your Mentor, Leadership Team members and EPHLI faculty. The following is a description of all aspects of the Leadership Project Process for Cohort V, 2009-2010.

### **Role of the Mentor**

Mentoring is an integral component of the Institute and contributes significantly to the continuity and success of the program. Mentors are specifically dedicated to providing guidance to Fellows with their leadership projects and systems thinking assignments. It is not the role of the mentor to provide guidance to Fellows on their Individual Development Plan unless the Fellow requests that specific assistance. Representatives from the Centers for Disease Control and Prevention (CDC), National Center for Environmental Health (NCEH) and the Heartland Centers have selected Mentors to work with Institute Fellows throughout the program. All of the Mentors for Cohort V are graduates of EPHLI.

All Mentors will have participated in an orientation session and have received related materials and resources to assist them in the Mentoring process. Mentors will communicate with their Leadership Teams of Fellows both remotely through conference calls and/or WebEx and e-mail, and in-person during on-site sessions.

The Mentor:

- Always focuses on the Learning.....not the problem being solved
- Models the Listening and Questioning skills
- Sets the climate for learning...openness, trust, non-judgmental approach
- Never tells the Leadership Team what to do....but, by asking the right questions assists them in discovering what they need to do
- Creates an atmosphere where team members learn from one another

## **Leadership Team and Your Mentor**

Shortly after you were accepted into EPHLI, you were assigned your Mentor and your Leadership Team. Each Leadership Team will have an EPHLI Mentor. The mentor is an experienced public health professional who has served in key positions within the local, county, state, or national public health arena, has held key supervisory positions, has lead and managed key public health programs, and has been responsible for developing and enacting public health policy. The mentor assigned is a professional who is not in a supervising or oversight positions for the Fellows assigned to their Leadership team.

Mentors will meet with their Leadership Team in person at each on-site session; meet with the team via conference calls about four to six times during the year; and, respond to requests for help on team members' IDPs as needed. Throughout the EPHLI year, the Mentor should:

- Assure that the Team Charter has been completed prior to leaving the first on-site session
- Assure that the team members meet together on a regular basis, about 6-8 times during the year, via telephone conference calls or WebEx
- Hold team members responsible to sticking to or actively altering the Team Charter
- Teach the Fellows about and how to use *Action Learning* process
- Help each team members with the development of their Leadership Project by:
  - Helping to “reflect” and “ask questions” to identify an appropriate problem to solve and determine best course of action
  - Helping to decide how best to approach the project.
  - Providing resources or suggestions and ideas for expert contacts as needed
  - Providing feedback to Fellows on the written reports within three weeks of receiving the reports from the Fellow
  - Motivating the Leadership Team members to help one another work toward a successful Leadership Project.
  - Keeping the team on track utilizing the *Action Learning* process.

**The mentor does not serve the role of group convener, facilitator or project content expert.**

## **EPHLI Leadership Teams**

### • Purpose of Leadership Teams

It has been found that some of the highest levels of leadership learning happen through groups of professionals working together in teams. Team members do not have to be from the same organization, same profession, nor working on the same projects. In fact, diversity in team members is a benefit because it allows for differences in experience, education, and approach to weight in on the Leadership Project problem and solutions.

### • Composition of Teams

Teams are composed of a Mentor and three or four team members from the EPHLI cohort.

- Role of the Team Members

Each EPHLI Fellow will be assigned to a Mentor and Leadership Team. In working with the Team, each Fellow will be responsible to:

- Work with the team to develop a Team Charter by which the team will function
- Learn about the *Action Learning* process and utilize the process during team meetings
- Actively engage in Leadership Team conference calls, listen to other team members presentation of their Leadership Project; ask questions that probe the members to identify the “real problem” they are attempting to define and address; and help one another search for how to best approach the identified problems
- Offer resource suggestions to team members that make sense for their Leadership Project
- Be prepared in advance for each conference call with a presentation and updates on your Leadership Project, identify barriers faced, successes, and tell team members what you need from them at this meeting
- Rotate conference call reporting responsibilities, take notes and submit the Leadership Team Conference Call Report (Attachment 1) to all team members, the Mentor and EPHLI Office
- Respect the Team Charter and hold other team members accountable to following the Team Charter, or make changes to the Charter if needed
- Notify EPHLI Office regarding any significant issues with the Leadership Team, i.e., lack of conference calls, lack of constructive interaction, etc.
- Completing the Mentoring Evaluation (Attachment 2) by December 18, 2009 and submitting it to the EPHLI Office

### **EPHLI Leadership Team Charter**

***IMPORTANT! The EPHLI Leadership Team Charter is a requirement and must be completed prior to leaving the first EPHLI on-site session.***

One of the most basic but often overlooked elements necessary for team success is a team charter. A team charter can bring much needed direction and clarity to a team. Team charters can help teams save time, avoid unnecessary diversion or conflict, reduce ambiguity, and aid productivity. Take some time with your team mates to draft a team charter. The form below is just a guide for your discussion. Team Charters can be changed over time by the members if some elements become obsolete or unnecessary.

One team member will volunteer to draft the Team Charter after input from the team. Once drafted, that member will e-mail a copy to each member of the team, the Leadership Team Mentor, and the EPHLI office (Kelly Ewertowski, [ewertokm@slu.edu](mailto:ewertokm@slu.edu)).

- Leadership Team Charter Outline

Ground rules, or group norms, address expected behaviors. The ground rules act as a code of conduct for team members and provide a basic structure for conducting effective team-work. What norms will your group adopt around the following areas?

Team Members: Who is the Mentor? Who are the team members?

Leadership Team Conference Call Meetings: How often will meetings be held? What dates/times will be set for the meetings? Do all team members commit to rotating the call reporting process?

Attendance: What are your expectations around attendance at meetings? What are acceptable reasons to miss a meeting? What will be done when a member does not participate?

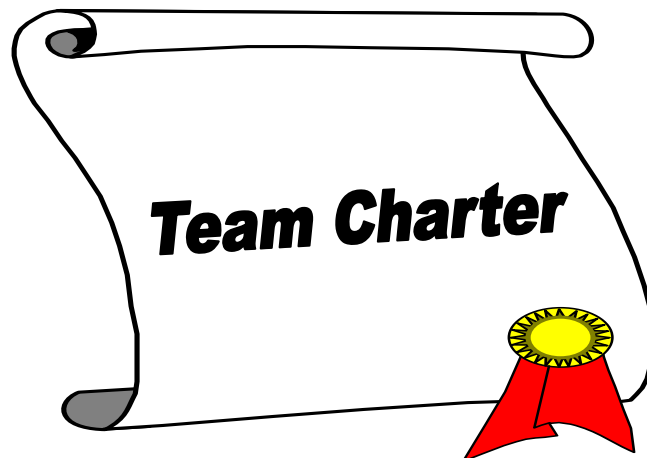
Preparation and Participation: what are the expectations about meeting preparation? About being honest and open in sharing beliefs? About listening to diverse opinions? About contributing to the work of the team members?

- Share learning styles and personal goals
- Will you rotate the responsibility for scheduling, convening, facilitating team meetings or do you want just one member to hold this responsibility?
- Will you share and rotate the responsibility for completing a brief report after the meeting? When will you expect the report to be ready and shared with team members and the Leadership Project Mentor?

Conflict: How will you address conflict or differences of opinion within the Team? Lack of participation? Lack of scheduled conference calls?

Decision Making: How will decisions be made – consensus or majority rule?

**NAMES & SIGNATURES OF TEAM MEMBERS:** Your signature represents your commitment to your group's ground rules and roles.



## **Action Learning In Action**

Action Learning is based on the study and experience of Michael J. Marquardt, PhD and many others who found that professionals utilizing a specific learning process while assisting each other were more often successful in identifying and solving complex problems. *Action Learning In Action - Transforming Problems and People for World-Class Organizational Learning* explains the process and helps people to use the process effectively.

- Action learning is a process by which we enlist a group of colleagues to help us think differently and clearly about a problem, project, process, or action.
- Action learning is a process which becomes a vehicle for learning through our experiences.
- The process is built on the premise that no learning occurs without action and reflection.
- Our colleagues' input regarding our problem is important because their questions provoke us to:
  - Re-examine already held assumptions
  - Think in new ways
  - Examine potential answers to problems that may previously have appeared impossible.
  - Consider "non" experts opinions as they can provide a valid, although different, view of the problem and potential solutions.

The wisdom of colleagues helps challenge our thinking and supports us in taking risks (emotional, cognitive, or behavioral) and taking actions for change.

**Process:** Revisit your ground rules, your team charter

**Prepare:** In advance of Team Telephone Conferences, plan your "airtime." Prepare what you will say to bring your colleagues up to date regarding your Leadership Project. During the first Leadership Team Conference Call, each Fellow should briefly review (10 minutes) the problem being addressed and his/her progress toward the problem, including its size and scope, the main underlying problems or causes that contribute to the problem, and their plan for addressing the project. As the team sessions proceed, the Fellow will:

- Report barriers faced and the successes along the way
- Identify potential alternative strategies
- Report what has been accomplished since the last meeting
- Identify steps not taken and why
- Identify next steps and potential challenges and barriers to accomplishing them
- Consider making changes to the Leadership Project based on newly gained information or knowledge

Team Members can contribute to the Action Learning process by encouraging discussion and thoughtful and insightful questions, offering resources, or helping to identify alternative ways of accomplishing the goals of the Leadership Project. The following are some suggested questions that Team Members may use during these conference calls to assist their teammates:

- Have you thought about other factors that may be influencing this problem?
- How would someone you most admire deal with this situation?
- Can you think of some other options for action?
- What are the pros (cons) to the actions you have planned?
- Who are the stakeholders?
- Are there other stakeholders you have not involved?

- What might happen if the other stakeholders are not included in the plans?
- Who might be a good advocate for your project and how might they help?
- What can we do to assist you?
- What do you need from us at this meeting?
- What other barriers are you facing?
- What can be done about the barriers to completing your project?
- Can you identify someone as an Executive Mentor? Someone high in the organization who might have a stake in seeing your project be successful?
- Have you approached that person about being your Executive Mentor?
- Have you asked for a short meeting with this potential Executive Mentor?

Each Team Member takes their turn in completing the Leadership Project Team Conference Call Report and submitting it to all the Team Members, the Mentor and the EPHLI Office.

Open your mind to the fact that this process will allow you and your colleagues to share *ideas and meaning, within the group, so that you can discover insights which are not attainable individually.*

Remember: go "light" on advice, since many complex problems require unique solutions that are affected by the organizational context and relationships of those involved

### **Key Action Learning Points for Leadership Team Meetings:**

#### Problem

Describe your Leadership Project Problem Statement.

Describe what steps you have identified to address the problem.

Has your problem statement changed? (In size, scope, or significance)

#### Action

What have I/we done since the last meeting?

What actions are outstanding?

#### Result/Observations

What is/are most pressing problems?

How was my plan or action received? Did it differ from my expectations?

What are the proposed next steps?

#### Learning

What do I need from this meeting?

What did I learn? (Aha's)

What have we learned about problem solving? Or what have we learned that can help others deal with complex problems?

#### Dialogue for Future

What do I think now?

How should I be thinking about my situation?

What next?

# LEADERSHIP PROJECT GUIDELINES

**IMPORTANT! See Attachment 3 for the Leadership Project Template and Example. See Attachment 4 for Introduction to Logic Models and Attachment 5 for a Logic Model Example.**

The goals of the Leadership Project include the following:

1. You will make progress in addressing an environmental public health issue.
2. Your leadership skills will be strengthened.
3. You will learn to apply specific leadership skills taught in EPHLI, such as systems thinking or team leadership, through practice, and later be able to transfer these skills to your other work responsibilities.
4. You will become a “reflective practitioner.” You will learn more about thinking carefully about the systemic roots of a problem, and about what actions are “wise,” before and after taking action.
5. You will learn how to help team members/others become reflective action learners through questioning, advising, identifying potential solutions to barriers, and communicating effectively.

## **Choosing a Leadership Project**

The Leadership Project problem/issue should:

- Be important to you
- Be something of importance to policy enhancement for environmental health locally, at the state level, or at the national level
- Not be so small as to have a simple answer, or so large as to be overwhelming
- Be complex, ambiguous as to nature and cause, and have no “textbook” answer
- Involve leadership roles for you
- Involve and depend partners across organizations or communities
- Be supported by senior managers in your organizations and community leaders who are willing to listen to new perspectives and potential solutions
- Be something within your sphere of responsibility
- Be able to estimate the number of citizens potentially affected through success of your leadership project

## **Required Leadership Project Deliverables**

All deliverables, except those submitted online and the Power Point Presentation, should be in Microsoft Word documents and attached to e-mails to both your Mentor and to the EPHLI Office (Kelly Ewertowski, [ewertokm@slu.edu](mailto:ewertokm@slu.edu)).

- Tentative Leadership Project Description with your application to EPHLI
- Draft Leadership Project Plan and Logic Model Due to Mentor and EPHLI Office by June 26, 2009. You may design a logic model of your own, use the Example Template (Attachment 4) or refer to the Kellogg Foundation Logic Model Development Guide:  
<http://www.wkkf.org/Programming/ResourceOverview.aspx?CID=281&ID=3669>.

- Leadership Project Abstract Submitted Online by November 23, 2009  
<http://www.heartlandcenters.slu.edu/ephli/abstractSubmit.htm>
- Final Leadership Project Report and revised logic model due by January 19, 2010
- Leadership Project Poster/PowerPoint Presentation due by February 1, 2010

### **How Your Leadership Project Work Will Be Shared**

All final Leadership Project Reports will be published in a comprehensive document and distributed to Fellows and CDC representatives. In addition, the final Leadership Projects and Poster/PowerPoint presentations will be posted on the EPHLI website in the public access area share the excellent work accomplished by all the EPHLI Fellows.

## LEADERSHIP TEAM CONFERENCE CALL REPORT

*Please spend the last 10 minutes of each Leadership Team conference call/meeting completing this report. A team member volunteers to complete this report and send copies to each team member, the Leadership Team Mentor and to EPHLI office (Kelly Ewertowski, [ewertokm@slu.edu](mailto:ewertokm@slu.edu)). This report will be the starting point for the next Leadership Team conference call/meeting.*

**Team Name:** \_\_\_\_\_

**Call Facilitator:** \_\_\_\_\_

**Call Reporter:** \_\_\_\_\_

**Date of Call:** \_\_\_\_\_

**List of call participants:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reporter will go around the room and record briefly the responses given by each team member to these questions.

**Fellow # 1 Name:** \_\_\_\_\_

What ideas/questions raised were most helpful?

What actions do you plan to take before the next meeting?

**Fellow # 2 Name:** \_\_\_\_\_

What ideas/questions raised were most helpful?

What actions do you plan to take before the next meeting?

**Fellow # 3 Name:** \_\_\_\_\_

What ideas/questions raised were most helpful?

What actions do you plan to take before the next meeting?

**Fellow # 4 Name:** \_\_\_\_\_

What ideas/questions raised were most helpful?

What actions do you plan to take before the next meeting?

**Thank you.**

# Environmental Public Health Leadership Institute

## Mentoring Evaluation

(To be completed at the end of the EPHLI year by all Fellows regarding their Mentor and the Leadership Team Experience.)

1. Mentor's Name: \_\_\_\_\_

Fellow's Name: \_\_\_\_\_

2. Please rate the ease of the process of making contact with your Mentor, with follow-up conversations, and with scheduling Leadership Team conference calls.

<i>Circle One Number</i>				
Very Difficult	—————▶			Very Easy
<b>1</b>	2	3	4	<b>5</b>

3. Please report the approximate number of time spent in telephone Leadership Team conference calls with your Mentor and other team members.

# calls \_\_\_\_\_ # hours per call \_\_\_\_\_

4. Did you learn and apply Action Learning during your team conference calls?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_

5. How effective do you think the Mentor was in facilitating discussion during the Leadership Team conference calls?

<i>Circle One Number</i>				
Not at All	—————▶			Completely
<b>1</b>	2	3	4	<b>5</b>

6. Please rate how effective you feel the Leadership Team conference calls were in providing team members with the opportunity to learn from one another.

<i>Circle One Number</i>				
Not at All	—————▶			Very Effective
<b>1</b>	2	3	4	<b>5</b>

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Fellows, please complete this form and return it as an e-mail attachment to Kelly Ewertowski at [ewertokm@slu.edu](mailto:ewertokm@slu.edu) by December 18, 2009. Thank you.

Attachment 3  
**Leadership Project Plan**

**Goal:** “A timeless statement of inspiration”  
Philosophical Parameter - justification of programs existence

**Health Problem:** A situation or condition of people which is considered undesirable and is likely to exist in the future.

**Outcome Objective:** Health problem should be reduced by a certain or measurable amount over a specific period of time. (SMART)

**Determinant:** Factors that cause health problems directly or indirectly.

**Impact Objective:** Determinant to be affected by the intervention program, by how much and by what date. (SMART)

**Contributing Factors:** Factor that directly influences the level of the determinant.

**Process Objective:** The action to be implemented to address the contributing factors that influence the determinant

**Events:** Accomplishments necessary to attain timeless object. Milestones or completion of major activities

**Activities:** Task to be completed

Objectives should be **SMART:**

**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**rackable

## **Injury Control Program Objectives**

**Program Goal:** To reduce the rate of death and illness due to injuries and environmental related diseases

**Health Problem:** The rate of severe unintentional injuries that result from motor vehicle crashes is too high

**Outcome Objective:** By September 30, 1994 hospitalizations due to motor vehicle related injuries will be reduced by 20% of the 1988 baseline.

**Determinant:** The number of hospitalizations that result from motor vehicle crashes per year.

**Impact Objective:** By December 31, 1990 70% of the occupants in motor vehicles traveling in the Winslow Service unit shall utilize restraint protection properly.

### **Contributing Factors:**

1. Lack of public awareness on the importance, effectiveness and health benefits of restraint protection use in the prevention of severe motor vehicle related injuries.
2. Inability of service unit residents to obtain affordable certified infant and child passenger restraints.
3. Lack of enforcement of Navajo Nation motor vehicle restraint use law by the Navajo Police Department.

### **Process Objectives:**

1. By December 31, 1990, 70% of the Winslow Service Unit residents shall demonstrate an awareness of the importance, effectiveness, and health benefits of restraint protection use.

**Event:** Awareness campaign implemented

#### **Activities:**

Develop seat belt and child restraint surveys and procedure guides  
Conduct seat belt and child restraint surveys monthly to monitor usage rates  
Create an awareness program through educational activities, billboards, public service announcements, presentations and pamphlets.

2. By December 31, 1990, all Navajo newborns delivered at the Winslow Memorial Hospital shall leave in an approved infant passenger restraint.

**Event:** Implemented hospital car seat program

#### **Activities:**

Draft hospital policy document on newborns and release procedures.  
Present policy and child restraint use statistics to Winslow Health Board  
Gain Health Board approval of new policy  
Obtain funds for car seats for low income families  
Purchase car seats  
Train hospital staff on child restraint installation.

3. By December 31, 1990, the Navajo Police Department shall be encouraged to increase their level of enforcement of the Navajo Nation restraint use law by at least 10%.

**Event:** Cooperative plan implemented.

#### **Activities:**

Present seat belt and child restraint statistics to the Winslow District Captain  
Determine enforcement effort baseline  
Develop cooperative plan with the Police Department to increase enforcement Efforts

## Attachment 4

### Introduction to Logic Models

1. Read the Innonet (Innovation Network) Logic Model Workbook for an introduction to Theory of Change and Logic Models.  
[http://www.innonet.org/client\\_docs/File/logic\\_model\\_workbook.pdf](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf)
2. Review the University of Wisconsin Extension PowerPoint presentation: Logic Models to Enhance Program Performance.  
<http://www.uwex.edu/ces/pdande/evaluation/powerpt/LMpresentation.ppt>
3. The Innovation Network Point K Learning Center website contains a Logic Model builder and other tools. Free registration is required to use the logic model builder and to access the other tools and resources on the Innonet website.  
[http://www.innonet.org/index.php?section\\_id=4&content\\_id=16](http://www.innonet.org/index.php?section_id=4&content_id=16)
4. The University of Wisconsin Extension offers a free self-paced tutorial on logic models, available at: <http://www.uwex.edu/ces/lmcourse/>
5. Additional logic model resources are available on the University of Wisconsin Extension website at: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html#more>

Goal: Improve the nation's public health system by strengthening the leadership capacity of public health leaders

