**University of Toronto**

**Public Health and Preventive Medicine Residency Program**

**Senior Management Rotation Objectives & Resources Guide\***

**Purpose:**

The purpose of this document is to provide guidance on core curriculum, resources, and activities for Public Health and Preventive Medicine (PHPM) residents during their Senior Management field rotations. It is intended for use by PHPM residents to assist in meeting their learning objectives and to prepare them for independent practice as PHPM specialists. This document is also intended to meet the Royal College of Physicians and Surgeons of Canada (2014) objectives of specialty training specific to this rotation.

**Prior to the rotation:**

Prior to the rotation, residents should review this document with their preceptors, as well as the rotation expectations document. This will assist in planning the activities and readings required to meet the rotation-specific objectives as well as personal objectives.

Note that this document is based on the 2014 Royal College objectives, but the ITER is based on the previous version of the objectives. The 2014 objectives are more detailed, but both versions cover similar material.

**During the rotation:**

The goal of the Senior Management rotation is for PHPM residents to develop skills and experience in the management of a public health agency. They will gain practical experience in the areas of human resources, finance and budgeting, strategic planning and change management, performance management, and collaborating with partners. While previous field rotations emphasized the Medical Expert role, this rotation’s strong focus on the Manager, Collaborator, and Health Advocate CanMEDs roles will give residents additional tools needed to develop into leaders in public health and preventive medicine.

The readings and resources here should be reviewed regularly. If additional resources and readings are identified by the resident and/or preceptor, this should be brought to the attention of the Associate Program Director so they can be added to the document for all residents completing this rotation. Please email onye.nnorom@mail.utoronto.ca .

Additional sources for the rotation-specific goals, objectives, and activities described here include the McMaster University Public Health and Preventive Medicine program [rotation objectives](http://fhs.mcmaster.ca/ceb/phpm/objectives.htm) and the Royal College of Physicians and Surgeons of Canada’s [Objectives of Training in the Specialty of Public Health and Preventive Medicine](http://www.royalcollege.ca/cs/groups/public/documents/document/y2vk/mdaw/~edisp/tztest3rcpsced000887.pdf) (2014) and [Specific Standards of Accreditation for Residency Programs in Public Health and Preventive Medicine](http://www.royalcollege.ca/cs/groups/public/documents/document/y2vk/mdaw/~edisp/tztest3rcpsced000753.pdf) (2014).

***\*Modified from the Northern Ontario School of Medicine’s Public Health and Preventive Medicine Residency Program Core Rotation Guide (Christine Navarro), 2014.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Core Curriculum Topic Areas** | **Learning Objectives and Activities** | **Suggested Reading & Resources** | **RCPSC Rotation-Specific Objectives** |
| General | * Meet with members of senior management to discuss their roles and responsibilities, and the structure and function of their divisions
* Participate as a member of the senior management team
* Prepare a Board of Health report related to an organizational (or policy) issue
* Observe response to media requests on various issues and take increasing responsibility with appropriate support (e.g., participating in mock interviews, preparing key messages in concert with staff, responding to media requests when approved by staff)
 | * [Ontario Public Health Standards](http://www.health.gov.on.ca/en/pro/programs/publichealth/oph_standards/ophsprotocols.aspx)
* [Revitalizing Ontario’s Public Health Capacity: The Final Report of the Capacity Review Committee](http://www.health.gov.on.ca/en/common/ministry/publications/reports/capacity_review06/capacity_review06.aspx), 2006
* McMaster University PHPM Management Course for Residents (organized through program directors)

 *Books (optional):** [HBR 10 Must Reads](http://hbr.org/store/landing/mustreads) series
 | * Perform a consultation effectively, including the presentation of well-documented assessments and recommendations in written and/or oral form, in response to a request from a variety of sources (Medical Expert)
* Present health information effectively to the public or media about a health issue (Communicator)
* Describe the roles and responsibilities of other professionals within the health team (Collaborator)
* Participate effectively and appropriately in an interprofessional and interdisciplinary team and with other partners, including but not limited to the community partners and populations served as well as sectors outside the health field (Collaborator)
 |
| Legislation and governance | * Describe the policies that govern public health in Ontario
* Have a general understanding of the legislation that governs the relationship between employers and employees
* Regularly attend Board of Health meetings
* Meet with a member of your Board of Health to discuss their roles, responsibilities and experiences
* Be involved in legal proceedings (e.g., HPPA section 22 orders)
 | * [Ontario Public Health Organizational Standards](http://www.health.gov.on.ca/en/pro/programs/publichealth/orgstandards/)
* [Health Protection and Promotion Act](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h07_e.htm) (Ontario)
* [Human Rights Code](http://www.ohrc.on.ca/en/ontario-human-rights-code) (Ontario)
* [Employment Standards Act](http://www.labour.gov.on.ca/english/es/pubs/guide/) (Ontario)
* [Labour Relations Act](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_95l01_e.htm) (Ontario)
* [Occupational Health and Safety Act](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90o01_e.htm) (Ontario)

*Textbook (optional):** Speakman J et al. [Public Health Law and Practice in Ontario: Health Protection and Promotion Act](http://www.carswell.com/product-detail/public-health-law-and-practice-in-ontario-health-protection-and-promotion-act/). Carswell, 2008
 | * Demonstrate medical expertise in situations other than patient care, such as providing expert legal testimony and advising governments (Medical Expert)
* Demonstrate knowledge and an understanding of the professional, legal and ethical codes of practice (Professional)
 |
| Core competencies  | * Describe the domains of public health core competencies and uses for core competencies at individual and organizational levels
* Reflect on your knowledge, skills and abilities with respect to the core competencies, identifying strengths and areas for improvement, and incorporating into a personal development plan
 | * Public Health Agency of Canada (PHAC), 2008. [Core Competencies for Public Health in Canada](http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/about_cc-apropos_ce-eng.php)
* Public Health Physicians of Canada, 2009. [A Set of Minimum Competencies for Medical Officers of Health in Canada](http://www.nsscm.ca/en/moh-minimum-competencies)
* PHAC Canadian Best Practices Portal. [Public Health Competencies](http://cbpp-pcpe.phac-aspc.gc.ca/resources/public-health-competencies-information-tools/)
 | * Recognize and respect the diversity of roles, responsibilities, competencies and, as applicable, authority of other professionals in relation to their own (Collaborator)
* Describe the principles of maintenance of competence (Scholar)
* Recognize and reflect on learning issues in practice (Scholar)
* Continually evaluate one’s abilities, knowledge, skills, and know one’s professional limitations, seeking advice, feedback and assistance where appropriate (Scholar)
* Pose an appropriate learning question (Scholar)
* Document the learning process (Scholar)
 |
| Leadership | * Examine various leadership styles
* Reflect on your own leadership style, identifying models or frameworks that are resonant for you, and incorporating into a personal development plan
* Put into practice various leadership styles appropriate to each situation
* Assume a lead role on a project or for a team
 | * Kotter JP. [What leaders really do](http://www.ncbi.nlm.nih.gov/pubmed/10104518). Harv Bus Rev. 1990 May-Jun; 68(3):103-11
* Goleman D. [What makes a leader?](http://www.ncbi.nlm.nih.gov/pubmed/10187249) Harv Bus Rev 1998 Nov-Dec; 76(6):93-102
* Drucker PF. [Managing oneself](http://www.ncbi.nlm.nih.gov/pubmed/10387772). Harv Bus Rev. 1999 Mar-Apr; 77(2): 64-74, 185
* Goleman, D. [Leadership that gets results](http://hbr.org/2000/03/leadership-that-gets-results/ar/1). Harv Bus Rev, Mar-Apr 2000; 78(2): 78-90
* Goffee R & Jones G. [Why should anyone be lead by you?](http://www.ncbi.nlm.nih.gov/pubmed/11143155) Harv Bus Rev 2000 Sep-Oct; 78(5): 62-70, 198
* Collins J. [Level 5 leadership: the triumph of humility & fierce resolve](http://www.ncbi.nlm.nih.gov/pubmed/11189464). Harv Bus Rev 2001; 79(1): 66-76, 175
* Marcus LJ et al. [Meta-leadership and national emergency preparedness: A model to build government connectivity](http://www.ncbi.nlm.nih.gov/pubmed/16792480). Biosecur Bioterr 2006; 4(2): 128-34; US National Preparedness Leadership Initiative. [Meta-Leadership](http://npli.sph.harvard.edu/meta-leadership/)
* Ancona D. [In praise of the incomplete leader](http://www.ncbi.nlm.nih.gov/pubmed/17345683). Harv Bus Rev. 2007 Feb; 85(2): 92-100, 156
* Koh HK & Jacobson M. [Fostering public health leadership](http://www.ncbi.nlm.nih.gov/pubmed/19451343). J Public Health (Oxf) 2009; 31(2):199-201
* Yukl G. [Effective leadership behavior: What we know and what questions need more attention](http://amp.aom.org/content/early/2012/09/02/amp.2012.0088.short). Acad Management Perspectives 2012; 26(4): 66-85
* National Collaborating Centre for Determinants of Health, 2013. [What contributes to successful public health leadership for health equity?](http://nccdh.ca/resources/entry/leadership-app-inquiry)
* Canadian Health Leadership Network, [LEADS Framework](http://chlnet.ca/tools-resources/leads-framework)

*Courses (optional):** Canadian Medical Association [Physician Leadership Institute](https://www.cma.ca/En/Pages/physician-leadership-institute.aspx) courses
* [Harvard ManageMentor](http://www.edls.com/cma/index.htm) online modules
 | * Demonstrate leadership in a health team, where appropriate (Collaborator)
* Demonstrate critical self-appraisal and reflective practice with regards to administration and leadership roles (Manager)
* Demonstrate insight into one’s own leadership style, personality style, and preferences in difference circumstances (Manager)
* Discuss and apply different approaches to leadership development (Manager)
* Use effective and appropriate leadership styles in different settings and organizational cultures taking account of the differences between elected and appointed roles (Manager)
* Continually evaluate one’s abilities, knowledge, skills, and know one’s professional limitations, seeking advice, feedback and assistance where appropriate (Scholar)
* Integrate new learning into practice (Scholar)
* Evaluate the impact of any change in practice (Scholar)
* Document the learning process (Scholar)
 |
| Managing others | * Describe strategies for building an effective team, facilitating groups, and managing conflict
* Chair effective management meetings
* Reflect on your own ability to receive and effectively give feedback
 | * HR Council for the Nonprofit Sector. [HR Toolkit](http://www.hrcouncil.ca/hr-toolkit/home.cfm)
* Phoel CM. [Feedback that works](http://hbr.org/product/feedback-that-works/an/U0902A-PDF-ENG). Harv Bus Rev 2009 Feb; 86(2)
* Gabarro JJ, Kotter JP. [Managing your boss: a compatible relationship with your superior is essential to being effective in your job](http://www.ncbi.nlm.nih.gov/pubmed/10245410). Harv Bus Rev 1980 Jan-Feb; 58(1): 92-100
* Katzenbach JR, Smith DK. [The discipline of teams](http://www.ncbi.nlm.nih.gov/pubmed/10124632). Harv Bus Rev 1993 Mar-Apr; 71(2): 111-200
* WHO, 2007. [Team Building tool](http://www.who.int/cancer/modules/en/)
* UK NHS Institute for Innovation and Improvement. [Facilitation Guides](http://www.institute.nhs.uk/quality_and_service_improvement_tools/quality_and_service_improvement_tools/facilitation_guides.html)
* Marcus LJ et al. [The walk in the woods: A step-by-step method for facilitating interest-based negotiation and conflict resolution](http://onlinelibrary.wiley.com/doi/10.1111/j.1571-9979.2012.00343.x/abstract). Negotiation J 2012; 28(3): 337-49

*Book (optional):** Fisher R & Ury W. [Getting to Yes: Negotiating Agreement Without Giving In](http://www.penguin.com/book/getting-to-yes-by-roger-fisher/9780143118756), 3rd ed. Penguin, 2011.
 | * Participate effectively and appropriately in an interprofessional and interdisciplinary team and with other partners, including but not limited to the community partners and populations served as well as sectors outside the health field (Collaborator)
* Foster collaboration among other individuals and groups (Collaborator)
* Participate effectively in interprofessional and interdisciplinary interactions, including but not limited to team meetings (Collaborator)
* Demonstrate effective team participation, including but not limited to team leadership, utilizing the principles of team dynamics, including but not limited to the dyad model of physician-manager integration (Collaborator)
* Respect team ethics, including confidentiality, resource allocation, and professionalism (Collaborator)
* Work with health professionals and other stakeholders effectively, including community partners and populations served, to prevent, negotiate, and resolve interprofessional and other conflicts (Collaborator)
* Chair and participate effectively in committees and meetings (Manager)
* Discuss and negotiate the techniques of conflict management, including negotiation and arbitration (Manager)
* Provide effective feedback (Scholar)
 |
| Human resources | * Describe an approach to hiring an employee
* Participate in processes of hiring (e.g., writing a job description, screening and interviewing candidates)
* Describe an approach to evaluating and managing the performance of an individual employee, including progressive discipline
* Participate in or observe a performance appraisal
* Describe the processes involved in labour negotiations, including collective bargaining, conciliation, mediation, arbitration, strike or lock-out
* Participate in a grievance process, disciplinary hearing or labour negotiations
* Describe challenges of developing and maintaining a competent and engaged public health workforce and potential strategies to address these challenges
 | * HR Council for the Nonprofit Sector. [HR Toolkit](http://www.hrcouncil.ca/hr-toolkit/home.cfm)
* Government of Canada. [Progressive Discipline](http://www.labour.gc.ca/eng/standards_equity/st/pubs_st/discipline.shtml)
* Ontario Ministry of Labour. [Labour Relations FAQs](http://www.labour.gov.on.ca/english/lr/faqs/index.php)
* Federal/Provincial/Territorial Joint Task Group on Public Health Human Resources, 2005. [Building the Public Health Workforce for the 21st Century: A Pan-Canadian Framework for Public Health Human Resources Planning](http://publications.gc.ca/site/eng/284559/publication.html)
* [Revitalizing Ontario’s Public Health Capacity: The Final Report of the Capacity Review Committee](http://www.health.gov.on.ca/en/common/ministry/publications/reports/capacity_review06/capacity_review06.aspx), 2006
* Gibbons J. [Employee Engagement: A Review of Current Research and Its Implications](http://montrealoffice.wikispaces.com/file/view/Employee%2BEngagement%2B-%2BConference%2BBoard.pdf). The Conference Board, 2006
 | * Hire, support and guide staff, monitor performance, receive and give constructive feedback (Manager)
* Discuss and negotiate the techniques of conflict management, including negotiation and arbitration (Manager)
* Recognize and respond appropriately to others’ unprofessional behaviours in practice (Professional)
 |
| Organizational performance | * Describe various approaches and tools for quality improvement and performance management at an organizational level
* Meet with relevant management or staff involved in quality improvement or performance management in your organization
* Review your public health unit’s accountability agreement and indicators reported to the Ontario Ministry of Health and Long-term Care
 | * Health Quality Ontario, 2012. [Quality Improvement Guide](http://www.hqontario.ca/portals/0/Documents/qi/qi-quality-improve-guide-2012-en.pdf)
* UK NHS Institute for Innovation and Improvement, 2008. [Quality Improvement: Theory and Practice in Healthcare](http://changeday.nhs.uk/files/Quality_Improvement-Theory_and_Practice_in_Healthcare.pdf)
* Weir E et al. [Applying the balanced scorecard to local public health performance measurement: deliberations and decisions](http://www.biomedcentral.com/1471-2458/9/127). BMC Public Health 2009 8(9): 127
* [Revitalizing Ontario’s Public Health Capacity: The Final Report of the Capacity Review Committee](http://www.health.gov.on.ca/en/common/ministry/publications/reports/capacity_review06/capacity_review06.aspx), 2006
* [Initial Report on Public Health](http://www.health.gov.on.ca/en/public/publications/pubhealth/init_report/), 2009
* OMHLTC [Performance Management Framework](http://www.health.gov.on.ca/en/pro/programs/publichealth/performance/)
* Peel Public Health, 2013. [Successfully Implementing Performance Management in Public Health](http://www.peelregion.ca/health/library/pdf/Successfully-Implementing-Performance-Management-in-Public-Health.pdf)
 | * Participate in activities that contribute to the effectiveness of their health care organizations and systems (Collaborator)
* Participate in quality improvement initiatives to enhance the quality of care and patient safety in PHPM, integrating the available best evidence and best practices (Manager)
* Implement quality improvement techniques as appropriate to the organization and setting (Manager)
 |
| Strategic planning  | * Describe the differences between organizational planning and strategic planning
* Review your organization’s strategic plan and discuss progress with your preceptor and relevant senior management
* Participate in the strategic planning process, or in the implementation or evaluation of a strategic plan
 | * Porter ME. [What is strategy?](http://hbr.org/1996/11/what-is-strategy/ar/1) Harv Bus Rev 1996 Nov; 74(11): 61-78.
* Canadian Mental Health Association, Ontario, 2009. [Strategic Planning Toolkit](http://ontario.cmha.ca/files/2013/01/Basic_Strategic_Planning_Toolkit.pdf)
* The Health Planner’s Toolkit, 2006. [Module 1: The Planning Process](http://www.health.gov.on.ca/transformation/providers/information/im_resources.html#health) and [Module 7: Priority Setting](http://www.health.gov.on.ca/transformation/providers/information/im_resources.html#health)
* Thesenvitz J et al. [Priority setting checklist](http://www.thcu.ca/infoandresources/resource_display.cfm?resourceID=1341&translateto=english). Public Health Ontario, 2011
* OMHLTC, 2013. [Make No Little Plans – Ontario’s Public Health Sector Strategic Plan](http://www.health.gov.on.ca/en/common/ministry/publications/reports/make_no_little_plans/)

*Book (optional):** Bryson JM. [Strategic Planning for Public and Non-profit Organizations](http://ca.wiley.com/WileyCDA/WileyTitle/productCd-0470392517.html), 4th ed. Wiley, 2011.
 | * Develop a vision, implement a strategic plan, and communicate that effectively to other key stakeholders (Manager)
 |
| Change management | * Describe an approach to change management
* Discuss with your preceptor and other relevant senior management situations in which change management was utilized
* Participate in a change management process or activity
 | * Kotter JP. [Leading change](http://hbr.org/product/leading-change-why-transformation-efforts-fail-hbr-classic/an/R0701J-PDF-ENG). Harv Bus Rev 1995 Mar-Apr; 73(2): 59-67
* Conger JA. [The necessary art of persuasion](http://www.ncbi.nlm.nih.gov/pubmed/10179656). Harv Bus Rev 1998 May-Jun; 76(3): 84-95
* Peel Public Health, 2012. [What are the essential practices of middle management that will increase their capacity to effectively lead complex change?](http://www.peelregion.ca/health/library/literature-reviews-2012.asp)

*Book (optional):** Kotter JP & Cohen DS. [The Heart of Change](http://hbr.org/product/the-heart-of-change-real-life-stories-of-how-peopl/an/13500-HBK-ENG). HBR Press, 2012
 | * Develop a common understanding on issues, problems, and plans with individuals, families, groups, organizations, communities and populations, including colleagues and other professionals, to develop a shared plan (Communicator)
* Engage all stakeholders in shared decision-making to develop a plan (Communicator)
* Lead or implement change in health systems (Manager)
 |
| Finances and budgeting | * Meet with your public health unit’s financial manager to discuss sources of funding, the structure of the organization’s budget and related processes
* Describe causes for positive and negative variances and strategies to deal with variance
* Participate in budget reviews for your public health unit
* Develop a budget for a project
 | * [Revitalizing Ontario’s Public Health Capacity: The Final Report of the Capacity Review Committee](http://www.health.gov.on.ca/en/common/ministry/publications/reports/capacity_review06/capacity_review06.aspx), 2006

*Book (optional):** Nelson B & Economy P. [Managing for Dummies](http://www.dummies.com/store/product/Managing-For-Dummies-3rd-Edition.productCd-0470618132.html), 3rd ed. 2010.
 | * Develop and manage a budget including but not limited to alignment of activities and accountabilities with resources, assessment of results against objectives, and flexible budgeting (Manager)
* Develop and implement a plan to secure necessary material resources (Manager)
* Describe principles of health care financing, including physician remuneration, budgeting and organizational funding (Manager)
* Allocate finite public health resources appropriately and participate in service planning, resource allocation and evaluation at the community, regional or provincial level (Manager)
 |
| Collaboration and advocacy | * Participate in collaborative processes with internal and/or external stakeholders
* Describe an approach to developing, implementing and evaluating an advocacy strategy
* Participate in advocacy activities within your public health organization
 | * The Health Planner’s Toolkit, 2006. [Module 5: Community Engagement and Communication](http://www.health.gov.on.ca/transformation/providers/information/im_resources.html#health)
* Health Nexus, 2009. [Connecting the Dots: A Handbook for Chronic Disease Prevention through Community Engagement](http://en.healthnexus.ca/topics-tools/community-engagement/partnerships), including Appendix B – CTD with Urban Aboriginal Communities in Ontario
* CPHA. [Leadership in Public Health: A guide to advocacy for public health associations](http://www.cpha.ca/uploads/progs/_/sopha/advocacy-booklet-colour-en-final.pdf)
* Alberta Health Services. [Public Health Advocacy](http://www.albertahealthservices.ca/poph/hi-poph-hpp-public-health-advocacy.pdf) (2009); [A Literature Review of Collaborative Mechanisms and Healthy Public Policy Advocacy](http://www.albertahealthservices.ca/poph/hi-poph-hpp-literature-review-collaborative-mechanisms-and-advocacy-for-ph.pdf) (2011)
* Vancouver Coastal Health Population Health. [Advocacy Guideline and Resources](http://www.vch.ca/media/Population-Health_Advocacy-Guideline-and-Resources.pdf)
 | * Develop a common understanding on issues, problems, and plans with individuals, families, groups, organizations, communities and populations, including colleagues and other professionals, to develop a shared plan (Communicator)
* Engage all stakeholders in shared decision-making to develop a plan (Communicator)
* Identify individuals, groups, and other service providers who can contribute meaningfully to the definition and solution of an individual, group or community level public health issues, and education task or research question, including but not limited to social service agencies, mental health organizations, the not-for-profit sector, and volunteers (Collaborator)
* Employ a variety of means to engage and enable the participation of identified key stakeholders (Collaborator)
* Articulate the goals and objectives of a given collaborative process clearly (Collaborator)
* Foster collaboration among other individuals and groups (Collaborator)
* Demonstrate the ability to work on initiatives with non health sector organizations and staff/volunteers (Collaborator)
* Negotiate and influence in a multi-agency arena (Manager)
* Identify opportunities for advocacy, health promotion and disease prevention with individuals, families, groups, organizations, communities and populations served (Health Advocate)
* Recognize situations where advocacy is required and define strategies to effect the desired outcome (Health Advocate)
* Identify points of influence in the health care system and its structure that impact population health (Health Advocate)
* Describe the role of the medical professional in advocating collectively for health individuals, systems and populations (Health Advocate)
 |

**Sample Self Study Questions**

1. List four benefits of strategic planning.
2. You will be starting a new position as a public health physician in an organization, and you will have no line authority. List three actions you plan to take to demonstrate “leading by influence”.
3. In your regional health authority, there are threats to funding to public health in favour of greater investments in tertiary care. Write three key messages to decision-makers to persuade them that continued, stable funding of public health is critical to the region.
4. List two advantages and two disadvantages for the accreditation of public health units.
5. You are meeting with your Board of Health to discuss negative variance reported from your health unit’s Q3 financial statement.
	1. What is negative variance?
	2. List five reasons why there might be negative variance.
	3. List six strategies that you may consider to address this concern.
6. As Medical Officer of Health, It comes to your attention that a member of senior management, who is one of your direct reports, has been bullying her middle managers. What is your approach?
7. Your public health unit is about to enter into labour negotiations with the union that includes all of your public health nurses. How do you prepare for a possible strike?
8. What is the difference between operational planning and strategic planning?
9. What are the four quadrants of a balanced scorecard for public health? Give an example of an indicator for each.
10. You have been tasked with finding efficiencies in your school-based immunization program in order to reduce costs. Describe your approach.
11. As an Associate Medical Officer of Health, you would like to implement a more efficient organizational structure in your public health unit. When you introduce the idea to senior management, they agree the change is necessary but worry that the staff are content with the status quo. Still determined, what will your approach be?
12. As an Associate Medical Officer of Health, you have been given permission by your Board to create an Associate Director position to take over many of the operational and administrative aspects of your role. Describe the process you would undertake to hire such a person.
13. Your Board of Health wishes to strengthen community action for healthy eating and active living. What components would be part of the community engagement strategy?
14. List four ways in which core competencies may be used at an organizational level.
15. You have been hired as a consultant by a provincial public health agency to assist in their strategic planning process. Describe your approach.
16. List five ways to improve recruitment and retention of public health professionals in the workforce.
17. You are leading a new interdepartmental healthy workplace committee. The representatives from municipal facilities and emergency services tend to disagree on many issues. How do you propose to resolve their conflicting views?
18. What are the differences between the roles of leaders and managers?
19. Your Board of Health would like to advocate on behalf of the proposed poverty reduction strategy for your region. What will your approach be?
20. After a protracted labour negotiation process, it seems that your unionized staff will indeed be going on strike. Write three key messages that will form the basis of your statement to the media.