A paradox of public health leadership:

Towards resilience in the context of vulnerability
Interviews with Public Health Practitioners

• “I think a lot of these are probably more about what a public health role at maybe a more senior level will look like.”
• “We’re all leaders aren’t we?”
• “You don’t have to have a job title manager to be a leader. So I think maybe that’s where it’s about sort of promoting the importance of that sort of mind-set and some of these things that come along with it.”
• “I think it’s good to get people in early and thinking that way and then obviously observing and shadowing more senior people”

Shickle et al. The applicability of the UK Public Health Skills and knowledge Framework to the Practitioner workforce: Lessons for competency framework development. Submitted 2017
The Five Talents for Public Health leadership

• **Mentoring-Nurturing:** Articulate strong sense of public health shared values and develop talent to join and progress the public health cause

• **Shaping-Organising:** Influencing the public health agenda through preparation, administration and delivery

• **Networking-Connecting:** Initiating, maintaining and cultivating relationships between individuals and organisations to build influence and credibility

• **Knowing-Interpreting:** Generating, synthesising and communicating information to derive power and authority via interpretation for others

• **Advocating-Impacting:** Combining the powers of persuasion, political currency and the ability to take appropriate risks to make the right decisions happen

Interviews with Public Health Practitioners

“I find the leadership thing a bit of a weird animal really because it’s not something that’s talked about or pushed until you get to a senior level. There isn’t at any point that somebody says ‘right we want to develop you in to leading properly’. That never actually happens. I think it’s just expected organically for people to pick up on that, and then you get to a point where you’re bombarded with things that are aimed at people working in a particular level that are about leadership, but they’re already working at that level so how did they get there without leadership training, this is, that’s the bit of chicken and egg to me, it’s not really talked about.”
<table>
<thead>
<tr>
<th>Talent for Public Health Leadership</th>
<th>Current training methods</th>
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<tr>
<td>Mentoring - Nurturing</td>
<td>• Brief courses for trainers on the theory of mentorship and preferred learning styles</td>
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| Shaping – Organizing               | • Workplace-based training with pre-/post-meeting debriefs  
• Management theory taught via postgraduate courses and test by examination |
| Networking – Connecting           | • Mainly work-based training  
• Formal media training courses, and opportunistic interaction with media in the workplace |
| Knowing – Interpreting            | • Postgraduate courses on the knowledge and skills of public health, tested by examination |
| Advocating – Impacting            | • Workplace-based training |
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Contributions of various determinants to the total Dutch disease burden
(Percentages not to be added together)

- Smoking: 13.1%
- Overweight: 5.2%
- Little physical activity: 3.5%
- Excessive alcohol use: 2.8%
- Too much salt: 1.9%
- High cholesterol: 1.8%
- Too little fruit: 1.6%
- Too little fish: 1.5%
- Too few vegetables: 1.0%
- Too much saturated fat: 0.5%

13.1% of total disease burden is due to smoking.
Relation between level of education and (healthy) life expectancy

- **Primary**: Years perceived in good health, women: 50 years; Years perceived in less than good health, women: 60 years
- **Pre-vocational**: Years perceived in good health, women: 70 years; Years perceived in less than good health, women: 80 years
- **Higher secondary**: Years perceived in good health, women: 80 years; Years perceived in less than good health, women: 90 years
- **Higher**: Average number of years perceived in good health; Average life expectancy
Public expenditure on health (2016)

- Curative care (hospital & ambulatory care, including primary care) - € 39 billion
- Long term care, social care and community services - € 33 billion
- Governance, health administration and insurance - € 2.2 billion
- Public health and prevention - € 2.0 billion
Nowotny c.s.: Science 1.0 → 3.0

1.0
Independent, autonomous science:
Science separated from society,
Enlightenment

2.0
Institutionalization,
Linear cause-effect relations,
Modernism
(Mode-1)

3.0
Questions AND answers in interaction with society,
Postmodernism
(Mode-2)

Re-Thinking Science
Knowledge and the Public in an Age of Uncertainty
Helga Nowotny, Peter Scott and Michael Gibbons
Leadership in Public Health is all about Linking and Bridging!

RIVM ACADEMY

The RIVM Academy helps to further develop, share and safeguard RIVM’s unique knowledge and skills in order to be prepared for the future. The Academy acts as a tool for organisational development that helps people to realise the RIVM objectives and to continue to innovate, both as individuals and above all as a team.

RIVM 2020 ROAD MAP

Encouraging learning environment

Action-oriented learning

Talent development

Building on knowledge networks

Position and reputation
RIVM is positioned at the heart of society. As a trusted advisor we help our clients and partners to come up with solutions to societal issues.

Connection with and effect on society
Other parties in addition to governmental organisations make use of our knowledge and skills. We together ensure optimum use of our knowledge and skills.

Collaboration in networks and chains
The various parts of RIVM work together with each other and with external parties. RIVM employees collaborate with other parties in various roles, such as directors, principals and co-creators.

Innovation
With creativity and daring we ensure that we are ready for the world of tomorrow. We do this by making the best possible use of the freedom to experiment and to act in a targeted manner.

International connection with the focus on Europe
Our ambition is to be a competitive, entrepreneurial, sensitive, valued, top-class European Institute.

Management
A primary process that prepares for the future needs support from a powerful management and an inspirational working environment.
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