

Leadership Models/Theories and Competency Framework Used to Determine Domains and Skills Necessary to Lead

Theories/Models and Competency Framework	Major time frame	Major characteristics and examples
Transformational Leadership	1978 to present	<ul style="list-style-type: none"> • Emphasis on leaders who create change in deep structures, major processes, or overall culture. Leader's mechanisms may be a compelling vision, brilliant technical insight, and/or charismatic quality • Era influenced by the loss of American dominance in business, finance, and science, and the need to reenergize various industries that had slipped into complacency • Kouzes and Posner Ten Commitments of Leadership widely recognized and used for this study (Kouzes and Posner, 2007)
Servant Leadership	1979 to present	<ul style="list-style-type: none"> • Emphasis on ethical responsibilities to followers, stakeholders, and society. Business theorists tend to emphasize service to followers, political theorists, emphasize citizens; public-administration analysts tend to emphasize legal compliance and/or citizens • Era influenced by social sensitivities raised in the 1960s and 1970s Greenleaf's Ten Characteristics widely recognized and used for this study (Spears, 2004).
Emotional Intelligence	1990 to present	<ul style="list-style-type: none"> • Emotional intelligence-the ability to manage ourselves and our relationships effectively consists of four fundamental capabilities: self-awareness, self-management, social awareness, and social skill. Each capability, in turn, is composed of specific sets of competencies. • Goleman's essential abilities and competencies were used for this study (Goleman, 2000)
Collaborative Leadership	1999 to present	<ul style="list-style-type: none"> • The development process for collaborative leadership should consider three levels of focus to ensure effective working relationships within an ever-expanding sphere of influence • Level 1: The individual and her or his leadership capacities • Level 2: Individuals working within an organizational context • Level 3: Community members working across boundaries to stimulate change and solve problems • There are six key elements for leading a collaborative process (Turning Point, 1999)
Appreciative Leadership	2009 to present	<ul style="list-style-type: none"> • The relational capacity to mobilize creative potential and turn it into positive power-to set in motion positive ripples of confidence, energy, enthusiasm, and performance-to make a positive difference in the world (Whitney, Trosten-Bloom, & Rader, 2010).
National Public Health Leadership Development Network (NLN) Leadership for Community Health, Safety & Resilience Competence Framework	2000 to present	<ul style="list-style-type: none"> • Main competency framework used in Public Health Leadership Institutes (PHLI) • Includes 215 competencies across four overarching categories: 1) Core, 2) Policy and Politics, 3) Integrative and Collective Leadership and 4) Crisis Leadership (NLN, 2013). • Competencies in categories 1-3 were used for this study

Identified Domains and skills necessary to lead in public health

Community/Organizational Responsiveness: The ability to be keenly aware of the community and system around you.

- Skill to serve the community
- Skill to connect individual work/actions and the impact it has on the larger organization, community, and/or system
- Skill to make decisions for the improvement of the larger organization, community, and/or system.

Ability to Inspire: The ability to relate to others in a way that brings out the best in them.

- Skill to collaborate and promote teamwork
- Skill to build warm caring relationships
- Skill to mentor and develop others

Results Focused: The ability to focus on outcomes and achievement of results.

- Skill to communicate purpose and vision that lead to results
- Skill to be decisive in decision making
- Skill to offer clear direction
- Skill to think strategically and communicate the strategy to others

Social Intellect: The ability to listen and engage with others.

- Skill to effectively engage in conflict and controversy
- Skill to manage personal feelings
- Skill to actively listen to others' concerns and deal with their feelings
- Skill to share power and influence with others

Authenticity: The ability to be true to one's own personality, spirit, character and ethics.

- Skill to lead with honesty, integrity, trustworthiness
- Skill and willingness to stand for individual beliefs
- Skill to deal with and discuss difficult problems and situations

Composure and Balance: The ability to use a level of selflessness and remain composed and balanced while in the center of high pressure situations.

- Skill to balance the stresses of work and life in a healthy way
- Skill to be humble
- Skill to remain composed and calm in the heart of conflict and change
- Skill to make time for continued learning and development

Grimm, 2013