

NORTHWEST CENTER FOR PUBLIC HEALTH PRACTICE

Role of Leadership in Public Health: Tutorial

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**"In a society capable of renewal,
leaders not only welcome the future and the changes it brings
but believe they can have a hand in shaping that future."
JW Gardner**

The Institute of Medicine (IOM) began a review of the public health system in the 1980s. While public health has been credited with adding 30 years to our life expectancy, the IOM found the system to be in disarray. In their report, "The Future of Public Health," the IOM recommended a major transformation of the public health system. National discussion about the steps necessary to strengthen the public health role and capacity to meet its mission resulted in the adoption of:

1. Core Functions of Public Health--The three broad functions that embody the role of governmental public health are: Assessment, Policy development, Assurance
2. Essential Public Health Services--Ten actions that describe how public health professionals go about meeting public health's mission
3. Core Public Health Competencies--A set of skills, knowledge and attitudes necessary for the broad practice of public health.
4. National Public Health Performance Standards--The accepted measure of capacity and processes that are expected to be in place in a public health organization

LINK 1 CORE FUNCTIONS TUTORIAL

The IOM report also stated that there is a clear need for leadership in the public health system. The very nature of public health is inherently complex. For public health to be successful, leadership must occur at all levels of staff, not just at the supervisor or manager level.

This tutorial will explore the leadership skills needed at all levels of practice to implement the core functions of public health. We will discuss expertise necessary in changing times, particularly now as we face transformation and rapid changes.

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ABOUT THIS COURSE

The purpose of this tutorial is to provide a basic understanding of the role of public health at the organizational and professional levels. We will:

- ◆ Look at the role of public health leadership at the organizational level, team level and community level.
- ◆ Describe leadership skills at all levels of public health professional practice.
- ◆ Review leadership competencies in the Core Public Health Competency document.

This tutorial provides an orientation to leadership activities in public health practice. The tutorial will cover leadership skills demonstrated by public health professionals whether they are staff, supervisory, or management level of practice. We will review leadership competencies that were developed and approved through national consortia.

Course Content

Below is a preview of what you will study in each of the three lessons:

Lesson One What is Leadership?

Discuss leadership in public health and review leadership skills demonstrated at the level of front line staff.

Lesson Two Leadership at the Organizational Level

Describe leadership at the organizational level in strategic planning and in building and maintaining a successful multidisciplinary public health work team.

Lesson Three Leadership at the Team Level

Review the benefits of a team approach in public health, identify measures of team performance and list leadership skills for enhancing team work.

Lesson Four Leadership in the Community

Examine the leadership role of public health professionals in building community partnerships to address health priorities.

Lesson Five Leadership in Managing the Core Functions

Gain an understanding of the leadership role in conducting community assessments, developing public health policy, and assuring quality public health services and programs

Learning Objectives

At the end of the tutorial, learners will be able to:

1. Describe the leadership role of public health professionals
2. List leadership competencies
3. Describe the role of all levels of staff in strategic planning
4. Identify three leadership skills employed during strategic planning
5. Relate leadership skills to the roles of team members
6. Identify three leadership skills that support team development
7. Describe the importance of leadership in building community partnerships
8. Describe one leadership skill for each phase of partnership development
9. Identify leadership role in managing the core functions
10. List one leadership skill for each core function

Target Audience

This course is a tool for orienting new employees to the leadership role of all public health professionals. While the primary audience for this course is new employees in local and state public health agencies, it is also appropriate for staff wanting a review of public health leadership.

This is not a comprehensive course on the processes for strategic planning, team development, partnership building, and the core functions. For more information, please refer to Additional Resources.

Additional Resources

Core Functions

Core Functions Tutorial:

Core Public Health Competencies

Competencies: www.trainingfinder.org/competencies/list_nolevels.htm

By essential services: www.trainingfinder.org/competencies/list_ephs.htm

By levels: www.trainingfinder.org/competencies/list_levels.htm

Leadership Competencies of the Public Health Leadership Network

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Strategic Planning

www.allianceonline.org/faqs/spfaq1.html

Team Building--Team Learning

www.tms.com/au/tms12-2c.html

Community Partnerships

<http://healthlinks.washington.edu/nwcphp/bcp>

Leadership

[www.cwru.edu/med/peibio/mp\[hp439/Leadership.htm](http://www.cwru.edu/med/peibio/mp[hp439/Leadership.htm)

Assessment Core Function

<http://ctb.ku.edu>

Policy Development Core Function

www.healthpolicycoach.org

Assurance Core Function--Program Evaluation

www.cdc.gov/eval/framework.htm

How This Course Works

In this tutorial there are four lessons, a post-test, and a course evaluation form. This tutorial will take about 1 1/2 hours to complete. You may complete the course at your own pace, but you are encouraged to study the lessons in the order in which they are listed. Because this course is not set up to track your progress, you are encouraged to complete lessons 1-6 one time.

Each lesson has a link to more information. These links are part of the lesson and you must click on the underlined link to access the site. In addition, you will have access to websites and other resources that can provide you with additional information if you wish to pursue further knowledge about the topic. A comprehensive list of all the resources is available through the Additional Resources page.

If you find it difficult to read the material online, you can download and use the material in hard copy. Directions for downloading?????

Course Sponsor

(NWCPHP BLURB)

Case Study

After you complete the lessons conclude the tutorial by completing the case study. This will allow you to apply your knowledge of the public health role leadership to a situation you could encounter in your practice.

Course Evaluation

After the post-test, please provide us with your feedback about the course by completing the course evaluation. Your comments will help assure that content and format meet the needs of public health professionals. Return your evaluation by mail or email to:

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Lesson One The Need for Leadership

Public health is in the process of redefining its mission and role in society. Leadership is vital to this process. Because of the unique features of public health, leadership is challenging, requiring expertise and knowledge, critical thinking skills and exceptional interpersonal capabilities.

In this lesson we will review the leadership role of public health within the organization, across organizations and within the community. We will also look at leadership competencies. The learning objectives are:

- ◆ Describe the leadership role of public health professionals
- ◆ List leadership competencies

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The Need for Leadership

Leadership in Public Health

Leaders exist at all levels of the public health system. It is more than a place on the top of the organization chart. Public health professionals function in leadership within their organization but also across organizations and within community settings.

Depending on your knowledge and expertise, you will provide leadership at the organizational, team and community levels as the public health system implements the core functions and essential services. You may find yourself providing leadership in designing or implementing a community assessment process, recommending and implementing needed changes in public health policy, and in assuring the services your organization provides are of the best quality and accessible to all.

According to Rowitz (2000) leadership is creativity in action. It is the ability to be creative and inspiring. It is searching for new opportunities and fostering collaboration. It is the ability to put a vision into action and the ability to work with others and to follow when someone else is the better leader. Public health leaders will:

1. Strengthen the public health infrastructure by using the core functions and essential services
2. Be a teacher and mentor in the community
3. Work with groups and coalitions in the community to bring about change in community health
4. Mentor novice public health professionals
5. Be committed to lifelong learning including leadership skills
6. Make sure the required public health tasks are accomplished

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The Need for Leadership

Leadership Competencies

The attached Leadership Competency Wheel identifies eight competencies for leadership. These are adapted from the Core Competencies listed in the Council of Linkages document. Below is a brief description of the skills, behaviors and knowledge for each competency:

- ◆ *Motivating and inspiring people*-- Ability to create or enhance new ideas and services by challenging assumptions and thinking "out of the box." Activity: Look for applications of results from public health research.
- ◆ *Strategic planning*--Ability to conceptualize and clarify all of the forces, events, entities, and people that are affecting (or being affected by) the current situation. Activity: Summarize a new trend and present to management.
- ◆ *Establishing Vision*--Ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision. Activities: serve on a strategic planning committee.
- ◆ *Achieving results*--Ability to set long-term and short-term measure for your organization, division, project or program. Activity: Serve on a new project committee.
- ◆ *Team development*--Ability to motivate and enhance group effectiveness. Activities: Help team members resolve conflict
- ◆ *Partnership development*--Uses fact and argument to create a "meeting of the minds" among stakeholders with differing viewpoints, find common ground to accommodate the conflicting needs and wants of different stakeholders, Uses relevant data and information to gain needed sponsorship and buy-in from others. Activities: Do a project with another unit in your organization.
- ◆ *Leading change*--Ability to reaffirm key goals or values, convince others of the need for change due to organizational objectives, learns and develops new skills or behaviors to adapt to changes, helps to remedy individual or collective barriers to implementation of change. Activities: Implement a major new process in your team.

- ◆ *Problem solving and decision-making*--Ability to analyze a problem and identify solutions by synthesizing and applying relevant information and data. Activities: Lead a task force.

(Adapted from the Council of Linkages (2000) leadership core competencies and The Leadership Center (1999) Leadership Competency Model.)

LINK TWO Council of Linkages Leadership Core Competencies

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Lesson Two Strategic Planning

Changing times require public health to initiate a strategic planning process to define the public health role in communities. Public health leaders need to participate in determining how their organizations will transition into new roles and how they will measure success. (McNamara, 1999) The outcome of strategic planning will result in changes in how public health relates to individuals, families, and the community.

In this lesson we will look at strategic planning at the organizational level and review leadership skills that will help the organization and staff move forward. The learning objectives for this lesson are:

- ◆ Describe the role of all levels of staff in strategic planning
- ◆ Identify three leadership skills employed during strategic planning

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Strategic Planning

When to Conduct Strategic Planning

Strategic planning should be carried out when your organization prepares for a new structure, organization, service, or program. Out of the planning process the organization will develop goals and actions to implement needed changes. Strategic planning serves many purposes.

1. Defines the purpose of the organization
2. Communicates goals and objectives to the organization's constituents
3. Ensures the most effective use of resources by targeting priorities
4. Provides a basis for measuring progress
5. Builds strong teams
6. Bridges staff at all levels, including Boards of Health and other policy makers.

There are six phases in the strategic planning process.

1. Prepare for strategic planning--determine need, determine organization readiness, involve the right people.
2. Set the strategic direction--define vision, mission, values that will direct the process
3. Analyze the current situation--look at what is going on inside/outside of the organization. What are the implications and issues?
4. Establish goals and objectives--decide what you want to accomplish and how you will reach your goals
5. Write and implement the plan--assure everyone knows the plan and their role in achieving goals
6. Monitor progress and evaluate outcome--obtain feedback, assess progress, make adjustment when necessary

LINK THREE Basic Steps in Strategic Planning

Your organization's management team will identify strategic planning team. They will involve:

- ◆ The person or persons who have the authority to make strategic decisions
- ◆ As many stakeholders, both internal and external, as possible
- ◆ The Board of Health when determining strategic directions
- ◆ More staff when determining priorities and strategies.

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Strategic Planning

Leadership Skills for Managing Change

However, there is strong resistance to change. Some employees fear the unknown. Others do not understand the need for change. (McNamara, 1999) Leadership skills at both the management level and staff level are critical to effectively help your organization move through the change process. This makes communication a key leadership skill during strategic planning. Everyone needs to be on board when the organization begins a change process. Communication needs to flow in all directions; downward, upward and side-to-side. This assures that the organization understands the reason and advantages for change.

Whether you participate in strategic planning as a person in a formal leadership position (manager or supervisor) or an internal stakeholder, you can contribute to a successful planning process by:

- ◆ Helping managers and other staff to envision a future that is challenging and possible.
- ◆ Articulating innovative and creative changes for making the new vision become real.
- ◆ Keeping the planning team focused while responding to individual needs and concerns about change
- ◆ Communicating frequently with other staff about the process and the resulting vision, mission and values, and plan.

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Lesson Three Team Management

A team approach in public health provides for a richer, more comprehensive response to a public health concern. Each individual member of the team brings different orientations, points of view, styles and strengths to planning and implementation of strategies. A multidisciplinary team looks at all sides of an issue, develops focused and comprehensive action plans, and provides feedback and support to members struggling with difficult situations.

In this lesson will examine the team development process. Because of the need for accountability, we will also look at evaluating team success and the leadership skills that assist team performance. The learning objectives are:

- ◆ Relate leadership skills to the roles of team members
- ◆ Identify three leadership skills that support team development

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Team Management

Team Development

The membership of the team and issues such as distribution of authority and communication mechanisms will vary depending on the purpose of the team. For example, public health organizations can have community-based teams that focus on population-based services or facility-based teams that provide clinical services to individuals.

For best results, the team should have a diverse membership. Build on the strengths and knowledge each member brings because they represent different professions or because of their varied professional experience. Team members, however, need to have the required skills to address the purpose and goals of the team. This may require training for some members.

LINK FOUR Group Development

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Team Management

Team Approach

Whether the team addresses population-based services or individual-based services, a successful approach will have the following characteristics: (AHC, 2001)

- ◆ Common vision with expected outcomes
- ◆ Appreciation of all member's role and their strengths
- ◆ Flexibility in roles
- ◆ Group norms for behavior, communication
- ◆ Effective communication
- ◆ Shared responsibility
- ◆ Continuous evaluation of team design

It is important to evaluate team performance. One way is to evaluate the successful attainment of process and outcome measures established for services the team delivers. The second way is measuring how well team members are working together. Bateman (2001) identified the following measures of team performance:

- ◆ Team goals are developed through a group process in which each member agrees to work toward achieving the goals
- ◆ Active participation and shared roles facilitate the accomplishment of tasks.
- ◆ Team members provide feedback for evaluating team's performance and clarifying goals
- ◆ Team members actively participate in team decision making
- ◆ Leadership is shared among members
- ◆ Problem solving skills are used to address team issues
- ◆ Conflict is not suppressed
- ◆ Team member resources, talents, skills, knowledge and experiences are fully identified, recognized, and used when appropriate
- ◆ Leaders encourage risk taking and creativity

LINK FIVE Types of Team Work

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Team Management

Leadership for Assuring Team Success

As you can see from these measures of team performance, all members of the team assume leadership roles when needed. Leadership is important to the two major issues for teams. The first is completing the task and dealing with the problems in getting the job done. The second is the process of the group work; the mechanisms by which the team acts as a unit. In a team process, members undertake most of the functions of a group leader collectively. For instance, some members have the knowledge and skills to lead or facilitate organization of meetings, developing budgets, planning goals; others will have skills in leading and facilitating the activities that accomplish the team's goals. (Blair, 2003)

Link SIX Work Preference (Roles of team members)

The leadership skills that all team members will demonstrate include:

- ◆ Being a catalyst for team success, effectiveness, and motivation
- ◆ Acting as liaison between the team, upper management, and other organizational teams
- ◆ Sharing leadership when members have the appropriate knowledge and skills
- ◆ Creating a positive climate by being fair and supportive
- ◆ Participating fully in development of vision/purpose and operating principles for the team

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Lesson Four Leadership in the Community

With the shift to a population-based system, public health has an emphasis on working with community partnerships. Public health alone will not make our communities healthy and safe and community participation in setting priorities and interventions is essential. Communities are full of tough problems; they are complex, they are important, and they will not go away quickly. Community partnerships involving community-based organizations, local government agencies, the business community, neighborhood organizations and individuals are key to successful efforts to solve priority problems. (Institute for Educational Leadership, 2003)

In this lesson we will explore the importance of community partnerships and the process for developing successful relationships. The learning objectives are:

- ◆ Describe one leadership skill for each phase of partnership development
- ◆ Identify leadership role in managing the core functions

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Leadership in the Community

Partnerships

Public health professionals have worked with communities through a variety of relationships. They work through informal relationships, such as networks and coordinating councils, to create a common understanding or base of support. They work through formal relationships, such as coalitions, collaborations and partnerships, to address common issues and build interdependent systems to address common issues. **EXAMPLES**

In this lesson we will examine the leadership role of public health in building community partnerships. First, let's define community and partnership. A community is a group of people who share a common place, experience or interest. Communities can be viewed as systems composed of individual members and sectors defined by common cultural heritage, language, beliefs, characteristics and inter-relationships.

COLLABORATION

Partnerships are alliances helpful in establishing priorities when there is an identified need to change a public health program, policy or practice. They can focus broadly on direct and indirect impacts on health improvement and disease prevention, such as access to health care, or specifically on health issues, such as vaccine preventable disease or contaminated public water systems. Partnerships are different from the other formal relationships in that they result in combining labor, skills and resources between the stakeholders in order to adequately address priority issues.

Partnerships spring from all sorts of places. Sometimes they emerge from a working relationship, from a funding opportunity, and all too often from a crisis. No matter the catalyst, effective partnerships do not emerge overnight. A key concept to building partnerships is to build upon the diverse experiences and perspectives of community stakeholders. A more thorough understanding of issues, needs, and resources allows maximum use of resources without overtaxing any one organization. The following are additional advantages to partnership development:

- ◆ Partners are able to specialize, do what they do best.
- ◆ The group is more likely to be creative.
- ◆ Partnerships provide access to more talents and resources.
- ◆ There is increased accountability.
- ◆ The community process provides a wider base of support.

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Leadership in the Community

Process for Developing Partnerships

The process for developing community partnerships aims to bring people and organizations together to develop strategies addressing priority public health issues that are important to them. There are four phases in building community partnerships.

1. **Preparing for Partnership.** This is the period in which you organize for action by educating, engaging and selecting members of the partnership. Often in public health we reach out to people and organizations that we all ready know and understand. However, we need to start with an analysis that creates a correlation between the potential partners and the potential focus. We need to solicit participation of all stakeholders and who represent the demographic diversity of the community.
2. **Planning for Action.** In this phase the partnership designs their action plan once they have identified their vision and established priorities. This is the time to answer the following questions: do we have all of the information needed to understand the issue, what are the barriers to resolving the problem, and, most of all, are we willing to start a sustained collective effort to tackle the issue?
3. **Implementing the Action Plan.** During the implementation phase, participating agencies carry out the portion of the action plan that is their responsibility and for which they have accountability. The approach taken often results in system reform by changing the way in which the partners relate to and work with public health.
4. **Evaluating Success.** The final phase overlaps with phase three. It includes monitoring progress and assessment of outcome and process measures during and following the implementation of the action plan. The partnership must decide how to define success and how to measure it.

Link SEVEN

Questions to ask in each phase

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Leadership in the Community

Leadership Skills

Leadership at the community level is dependent on good communication. As you work in your program whether community-based or facility-based, build relationships with community leaders and other organizations committed to improving the health of the community. Become involved in community activities sponsored by other local community groups and organizations. This helps you to know your community, identify stakeholders who have an interest in partnering with public health, and most of all, builds trust.

OTHER SKILLS

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Lesson Five Managing the Core Functions

Public health professionals all have a responsibility to implement the core functions and essential services of public health. As stated earlier, leadership is demonstrated at all levels of practice as we conduct community assessments to identify priority health problems, develop health policy and assure that individuals, families and communities are able to health quality health services.

In this lesson we will review the core functions of public health and the leadership skills needed to ensure they are implemented successfully at the organizational level. The learning objectives are:

- ◆ Identify leadership role in managing the core functions
- ◆ List one leadership skill for each core function

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Managing the Core Functions

Assessment

Community health assessment is the regular collection, analysis and sharing of information about the health conditions, risks and resources in the community. This process involves analysis of health status and risk indicators in order to identify trends in illness, injury, and death and the factors that impact these events. It also identifies environmental risk factors, community concerns, and resources.

The traditional public health approach to community assessment has been based on a "needs model." **DATA** While this approach does identify issues needing to be addressed, it creates an image of communities as defined by disease risk or social problem categories. This can result in a fragmented approach to solutions with resources directed to specific problems, such as preventing health disease, rather than building community capacity to address individual behaviors that places individuals at risk for all chronic diseases.

There is another approach to community assessment. The asset-based approach to community assessment leads to the development of policies and activities based on the capacities, skills and assets of communities. Assessing community assets means identifying, supporting, and mobilizing existing community resources and capacities for achieving a healthy community.

There are four areas of community strength to assess:

- ◆ Skills and capacities of the community's residents, including youth, children, elderly and lower income
- ◆ Skills and capacities of community organizations, such as neighborhood associations, church groups, PTA, self help groups, civic and fraternal groups
- ◆ Resources of formal institutions, such as schools, churches, private business, government hospitals, health care system, social services system
- ◆ Physical characteristics, such as transportation, housing, and location of services

By combining the needs approach and the assets approach, the community assessment process will be more creative in planning than collection and perusal of statistical data alone can engender. The skills you need are:

- ◆ Understand the processes for collecting both needs and assets information
- ◆ Use the data collected to make policy recommendations
- ◆ Work with community partnerships to identify priorities

LINK EIGHT Analyzing Community Health Problems

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Managing the Core Functions

Policy Development

A policy is a plan or course of action designed to define issues, influence decision-making and promote broad community actions. Public health policy is the way resources are allocated and distributed to implement rules and regulations designed to obtain a desired health outcome for individuals, families, groups and communities. Public health policy is developed through processes involving many individuals and organizations, including state and local boards of health, elected officials, community groups, public health professionals, health care providers, and private citizens.

As described in the Core Functions Tutorial, public health policy is developed at the organization, local government, state government, and national levels. At the organizational level the administrator with input from the board of health makes decisions on how revenue is allocated and distributed. Counties and cities establish policy when they allocate resources to the local public health organization and develop public health ordinances for personal and environmental health issues. Policy is only developed after evaluating information from health assessment activities and listening to concerns expressed by community members.

In addition, managers, supervisors and staff develop organizational policy when they decide on standards for programs and services provided. Strategic planning will determine how the organization's resources will be used. Leaders will assure that the plans meet the needs of the community. And, as services are revised or new services developed based on budget priorities, you will work with your supervisor and manager to identify the standards and protocols that will guide how the services are implemented. It is also important that you assure compliance with legal statutes and ordinances created for agency.

LINK NINE **Influencing Policy Decisions**

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Managing the Core Functions

Assurance

The assurance core function includes activities related to access to care and quality improvement. Quality improvement activities are critical to the assurance core function. Public health must be more assure quality services and be accountable to the public, policy makers and funding sources.

Program evaluation is the systematic collection, analysis and reporting of information about a program. The purpose of program evaluation, or performance measurement, is to determine if efforts are effective, to identify needed changes to strategies, objectives or activities, to provide feedback to partners, and to promote dissemination of information. There are three types of program evaluation:

1. Process evaluation addresses how the program is implemented and outcomes are achieved.
2. Impact evaluation addresses the short-term effects of a program.
3. Outcome evaluation focuses on health status or system changes

You must plan for evaluation during the process of identifying public health strategies for addressing community priorities. This is true for internal strategic planning as well as for partnership initiatives. The evaluation plan must:

- ◆ Provide timely information
- ◆ Use multiple approaches and methods and allow for flexibility
- ◆ Design evaluation to measure criteria important to the community
- ◆ Evaluate all aspects of the program or initiative
- ◆ Create a participatory process for collecting and analyzing data
- ◆ Provide for periodic data collection
- ◆ Be cost effective and efficient
- ◆ Use evaluation results to strengthen programs
- ◆ Use evaluation results to enhance t5he skills, knowledge and attitudes of staff, partners, and community.

So what can we use to develop performance measures or evaluation criteria? The core functions and essential services provide a starting point for developing process objectives. The Healthy People 2010 national objectives can be used to develop goals, objectives and outcome measures. However, for those services or activities public health provides in partnership with other community organizations, we must be able to develop indicators for measuring individual and population outcomes as well as system changes.

Link TEN Planning Program Evaluation

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Glossary

Accountability--being responsible for ensuring efficient and effective use of resources.

Asset-Based Assessment--Identifying the community's capacities, skills and assets that can be mobilized to address a priority public health issue.

Assessment--The regular collection, analysis and sharing of information about the health conditions, risks and resources in the community.

Assurance--Activities related to administration, prevention, access to care and quality improvement.

Change Process--Process for implementing changes to public health structure, programs, or services based upon decisions arrived at during the strategic planning process.

Collaboration--A formal relationship between two or more organizations or individuals for the purpose of addressing common issues.

Communication--The process of transmitting a message from one individual to another through verbal and non-verbal means.

Community--A group of people who share a common place, a common experience, or a common interest

Community Assets--The skills and capacities of the residents, organizations, institutions, and resources in a community that can be mobilized to respond to public health issues.

Community Participation--The involvement of community organizations and individuals in a process to identify public health priorities and action plans for addressing what matters to the community.

Core Functions--Central responsibilities of a public health organization in order to fulfill its mission to protect and improve the health of a community.

Essential Services--A list of ten community-based services or activities that describe implementation of the core functions at the practice level.

Evaluation--The systematic collection, analysis and reporting of information about the strengths/weaknesses, impacts, and outcomes of programs.

Knowledge--Models or theories of practice

Leadership--A process for identifying and pursuing a vision of the future; includes supporting innovation in programs, setting priorities, acting as a change agent. In public health the principles of leadership are implemented at the organization and community levels.

Needs-Based Assessment--Identifying the needs of a community with a focus on disease risk or social problems.

Partnerships--Formal alliances for determining priorities and combining labor, skills and resources to address those issues.

Policy--A principle, plan or course of action pursued by an organization

Policy Development--The process for developing an effective course of action to resolve public health problems.

Population-Based Practice--Practice focused on prevention or protection of a population's health and safety.

Quality Improvement--A process for continuously evaluating performance to assure quality services and to enhance relationships with stakeholders.

Skills--Ability to move from theory and knowledge to practice.

Social Justice--Assure equitable distribution of affordable and accessible health care for all segments of the population.

Stakeholders--Individuals or organizations with an investment in a public health issue.

Strategic Planning--A process for defining the role your organization will play, how the organization will transition to new roles and how the organization will measure success.

Team Approach--A response to a public health concern through the participation of a group of professionals who bring different orientations, points of view, styles and strengths.

LEADERSHIP TUTORIAL LINKAGES

LINK ONE Core Functions Tutorial

LINK TWO Council of Linkages Leadership Competencies

The following matrix outlines the level of leadership expertise expected at all levels of professional practice (COL, 2000):

COMPETENCY	Front Line Staff	Senior Level Staff	Supervisory & Management
Create a culture of ethical standards within organizations and communities	Knowledge Proficient	Proficient	Proficient
Helps create key values and shared vision and uses these principles to guide action	Aware Knowledge	Knowledge Proficient	Proficient
Identifies internal and external issues that may impact delivery of essential public health services	Aware	Knowledge Proficient	Proficient
Facilitates collaboration with internal and external groups to ensure participation of key stakeholders	Aware	Knowledge Proficient	Proficient
Promotes team and organizational learning	Knowledge	Knowledge Proficient	Proficient
Contributes to development, implementation, and monitoring of organizational performance standards	Aware Knowledge	Knowledge Proficient	Proficient
Uses the legal and political system to effect change	Aware	Knowledge	Proficient
Applies the theory of organizational structures to professional practice	Aware	Knowledge	Proficient

LINK THREE Basic Steps in a Strategic Planning Process

<http://www.allianceonline.org/faqs/spfaq3.html>

LINK FOUR Group Development

It is common to view the development of a team as having four stages:

- ◆ Forming
- ◆ Storming
- ◆ Norming
- ◆ Performing

Forming is the stage when the team first comes together. Conflict is seldom voiced directly. Since the team is new, the individuals will be guarded in their own opinions and generally reserved.

Storming is the next stage when conflict is more overt. Factions form, there are clashes between members, and very little communication occurs since no one is listening and some are still unwilling to talk openly. This is an important stage as through this storming the picture of the team's purpose becomes more apparent.

Then comes norming. At this state the factions begin to recognize the merits of working together. A new spirit of cooperation is evident and members begin to feel secure in expressing their view points. The most significant improvement is that people start to listen to each other. And work methods become established.

And finally, performing. This is the culmination when the team has settled on a system which allows free and frank exchange of vies and a high degree of trust with each other.

LINK FIVE Types of Team Work

www.tms.com.au/tms06.html

LINK SIX Work Preference (Roles of team members)

www.tms.con.au/tms07.html

LINK SEVEN Questions to ask during the four phases of partnerships development

(Community Partnerships. 2003. Community Action Model. 7/23

Preparing:

- ◆ How do we define the community
- ◆ How does the issue affect the community
- ◆ What are the shared concerns of the community
- ◆ What values inform different perspectives on the issue
- ◆ Is there common ground for action

Planning:

- ◆ What more do we need to know about the issue
- ◆ What are the issues and concerns of stakeholders
- ◆ What focus can be basis for common ground for action
- ◆ What are the differences in perspectives on issue and possible responses
- ◆ What is the range of responses that can be made to effect change
- ◆ What are community's priorities for action
- ◆ What resources are needed
- ◆ Develop action plan

Implementing:

- ◆ What strategies used by partners
- ◆ What makes strategies work
- ◆ Is plan practical and feasible
- ◆ Put plan into action
- ◆ Modify plan as needed

Evaluating:

- ◆ What needs to be evaluated
- ◆ How will we measure the impact of the project
- ◆ Why is evaluation being conducted
- ◆ What info do you need to answer questions
- ◆ Collect info
- ◆ What do the results of project mean to your community
- ◆ How will results be shared and disseminated

LINK EIGHT ASSESSMENT-Analyzing Community Health Problems
http://ctb.ku.edu/tools/en/sub_section_main_1017.htm

LINK NINE POLICY DEVELOPMENT-Influencing
<http://ctb.ku.edu/tools/influence/outline.jsp>

LINK TEN ASSURANCE--Planning Program Evaluation
http://www.mapnp.org/library/evaluatn/fnl_eval.htm#anchor1578833

