

Developing Leadership Competency: Practical Applications from the Literature for Ongoing Growth

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What Does a Leader Truly Look Like?

Models of Leadership Over Time

- Trait Theory (Bass, 2008)
- Behavioral Models of Leadership (Blake & McCauley, 1991; Yukl, 2003)
- Situational and Path Goal Theories of Leadership (Blanchard, Zigarmi & Zigarmi, 2013)
- Transformational Leadership (Mason, Griffin, & Parker, 2014).
- Authentic Leadership (Eagly, 2005)
- Servant Leadership (Greenleaf, 1970; Hale & Fields, 2007)

Examples of Images which Emerge on Google Image Search for “Leader”





Developing Leadership Competencies: Practice, Practice, Practice

- Clinician behavior changed not through passive education, but through active practice of skills with monitoring, feedback, and assessment (e.g., Rakovshik & McManus, 2010).
- Movement within clinical training to competency-based approaches over the years (e.g., McDaniel et al., 2014)
- Leadership competency must also be learned, nurtured, and refined through active practice

QUESTION: But can one develop something like emotional intelligence ?

Examples of Leadership Competency Approaches

- Behavior and skills- based approaches
 - Technical, human, and conceptual skills (Katz, 1955)
 - Problem solving skills, social judgment skills, and knowledge (Mumford et al., 2012, 2017)
- Horizontal and vertical approaches
 - Horizontal: competencies which cut across settings (Ruben, 2012)
 - Vertical: specific competencies requires in particular industries (Ruben et al., 2017)
 - Integrated primary care competencies (McDaniel et al., 2014);
 - Public health leadership (Wright et al., 2000)
 - Leadership competencies for healthcare service managers (e.g., Hahn & Lapetra, 2019).

Are you aware of the overarching competencies in your area of expertise? Do they have outlined leadership competencies?

Theory	Survey	Description
Behavioral Models of Leadership	Leader Behavior Description Questionnaire (Stogdill, 1963) Available here)	Provides a description of a leader's behavior related to initiating structure (task-related behaviors) and consideration (relationship-building behaviors); Taken by members of the leader's immediate workgroup
Path Goal Model of Leadership	Path-Goal Leadership Questionnaire (Indvik, 1985, 1988; Available here)	Provides a description of the leadership style utilized most often (directive, achievement-oriented, participative, or supportive)
Transformational Leadership Model	Multifactor Leadership Questionnaire (Bass & Avolio, 1990; Available here)	Provides a measure of leadership styles, including transformational, transactional, and passive/avoidant
Authentic Leadership	Authentic Leadership Questionnaire (Avolio et al., 2009; Available here).	Provides an assessment of authentic leadership qualities, including self-awareness, transparency, ethics, and balanced processing
Servant Leadership	Servant Leadership Questionnaire (Liden et al., 2008; Available here).	Provides a measure of each of the seven dimensions of servant leadership

Self Assessments for Different Leadership Models



Start with one and discuss results with a trusted mentor

Opportunities in Leadership Development

- Finding mentors (formal and informal) across one's career who are experts in leadership (different or the same from your content experts)
 - *Strategic Planning and Project Management*
 - *Administrative and Business Operations (budget oversight, program evaluation, healthcare metric development and monitoring to drive process improvement, clinic efficiency)*
 - *Advocacy and Communication (media responses, congressional affairs, legislative and policy development and response)*
 - *Human and Resource Management (hiring well, empowering teams, workforce development, diversity and inclusion)*

How many of you were trained specifically in these in your training programs?

- Leading in Virtual Environments: Enhancing our Skill Set (Hill & Bartol, 2016)
- Enhancing Emotional Labor Skills (Jeung, Kim, & Chang, 2018; Morris & Feldman, 1996)
- Encouraging the Full Symphony: Intersectionality and Leadership (Chin et al., 2016; Purnell, 2008; Sanchez-Hucles & Davis, 2010)
- Building Ethical Decision-Making Skills in Leadership Environments (Cooper & Lowman, 2018; Institute of Medicine, 2012)
- Embracing Managerial Courage (Harbour & Kisfalvi, 2015)



- What we need to learn as leaders grows as we move across different systems in contexts (e.g., clinic level, service level, healthcare system level, state level, and national level)
- Key areas often include:
 - Policy, legislative and accreditation standards
 - Program evaluation – metrics and outcome measures
 - Team collaboration and community partnerships
 - Program development and change management
 - Communication

We are never done growing!

	Clinic Level	Service Level	Healthcare System Level	National and State Levels
Policy, Legislative, and Accreditation Awareness	<ul style="list-style-type: none"> Implementation of system policies and SOPs Implementation of required elements of legislation (e.g., child abuse reporting) Implementation of accreditation standards related to your practice (e.g., Joint Commission, CARF) 	<ul style="list-style-type: none"> Implementation of service-wide policies impacting your responsibility areas Development, implementation and monitoring of service-wide policies under your responsibility Participation in required supervisor and chief’s level training Tracking, reporting, and implementation of all accreditation standards under your oversight 	<ul style="list-style-type: none"> Development, implementation, and monitoring of all system-wide policies Implementation of broader legislation requirements Tracking, reporting, and implementation of all accreditation standards in collaboration with service chiefs and quality management 	<ul style="list-style-type: none"> Development, implementation, and monitoring of all nation and state-wide policies under your responsibility Implementation of broader federal/state legislation requirements Tracking, reporting, and implementation of all accreditation standards for state or national system

Example of Leadership Growth Required across System Level

A close-up photograph of a white bowl filled with a vibrant red salsa, likely made of tomatoes, onions, and peppers. The bowl is surrounded by several golden-brown tortilla chips. The background is softly blurred, showing more of the chips and a hint of a wooden surface.

Next Steps in Leadership Competency Development

- Conduct a self evaluation or 360
- Develop a professional development plan
 - Select readings that will enhance the areas of growth
 - Seek out mentors for your areas of growth
- Seek out leadership development and mentoring programs both in your system and in professional organizations
- Volunteer for opportunities in professional organizations or in your department in areas which both match your plan or those outside the box
- Seek out ways to collaborate with others on projects in which you can offer your own expertise while also learning from the team
- Give back in mentoring others (where you will also learn from those you mentor!)
- Create your own chips and salsa group!

Expanding Access to Leadership Development Opportunities: A Call to Action

1. Consider factors which may be impacting access to leadership development opportunities in your own system:

- Access to family care
- Ability to travel
- Access to financial aid
- Lack of awareness of opportunities
- Availability of leadership training which includes addressing the needs of diverse populations (URM)
- Level to which an organization proposes, develops, and records leadership training
- Leadership training recruitment processes

2. How might each of these factors in your own organization limit or advance availability of leadership development to diverse populations?