LEAPH

LEADERSHIP EMPOWERMENT ACADEMY FOR PUBLIC HEALTH

Leadership Empowerment

LEAPH

Academy for Public Health

Louisville Metro Health Department

2006

The LEAPH Program is an 75 Hour training
curriculum developed by the
KPHLI class of 2005-2006:

The Super-Visionaries

CONTENTS

COURSE DESCRIPTION

The LEAPH project offers concepts, strategies, and models, that direct public health employees toward the development and utilization of leadership principles and practices and will assist them in working toward accomplishing their agency's mission effectively and efficiently. Participants in this course will be able to identify and articulate a personal leadership philosophy. Over the next ten weeks, agency staff will attend 7.5 hour sessions that will cover topics ranging from leadership styles, customer services, cultural diversity, read books that discuss empowerment, decision making, and techniques to improve communication. Participants will also be assigned group projects and provided classroom time to meet expectations of the program.

COURSE OBJECTIVES

Through the application of the LEAPH program participants will:
1. Develop leadership skills
2. Be challenged to become a leader
3. Achieve personal development and self awareness
4. Be empowered to take risk
5. Practice good internal and external customer service
6. Become a better communicator
7. Understand core values, missions, and strategic plans
8. Understand the need to appreciate others
9. Learn to recognize others' contributions
10. Understand the importance of team building
11. Appreciate cultural competency and diversity
12. Empower others.

FORMAT

- Sessions will include 10 weekly classes of 7.5 hours totaling 75 hours
- Each session may have a maximum number of 20 participants
- All employees have an opportunity to participate
- Administrator nominates 4 staff as recommended by managers or supervisors
- Participants will comprise a cross section of job duties/responsibilities
- Institute staff will select participants
- After review and selection, administrators and LEAPH candidates will receive notification
- After selections, Assessment, Expectations of Time Commitment, and Curriculum along with required reading will be sent to participants
- Selection for next LEAPH session will begin after 6th class meeting
- A pilot session will occur in the summer of 2006
- Initial class will commence fall 2006

MATERIALS

- Application Process
- Leadership Pre-test/Assessment
- Leadership Post-test/Assessment
- Evaluation (each class and session)
- Framed Graduation Certificate

RESOURCES

- Monday Morning Leadership ($10)
- Whale Done ($15)
- Myers-Briggs ($20)

SUGGESTED READING

- The Tipping Point
- Public Health for the 21st Century: The Prepared Leader

DAY 1

Focus: Mission, Values, and Strategic Plan

This time will be used to welcome and process participants. Participants will be introduced or introduce themselves with an "ice-breaker". The course overview will give them a snapshot of the course objectives, overview of topics and instructors, cover administrative policies, and answer questions. Participants will be instructed on what is a learning organization. Participants will learn about Metro Louisville and other county mission statements, core values, and strategic plan. Once participants have been given the opportunity to learn about mission statements they will develop a personal mission statement.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Define a Learning Organization
2. To begin to process group cohesion
3. Define a win/win situation
4. Identify and interact with other course participants
5. Identify topics to be addressed in the course during the week
6. Define mission statements
7. Define core values
8. Define strategic plan
9. Relate the effect of mission, values, and vision on decision making
10. Create your personal mission statement
11. Resolve any immediate questions about the course
12. Understand from the Overview presented the course, objectives, and purpose.

AGENDA

Registration	**8:00**
Orientation	**8:00 a.m. – 10:15 a.m.**
▪ Course Overview (topics/outline/group project)	
▪ What Is A Learning Organization?	
▪ Lead Instructor (30 minutes)	
▪ Icebreaker (1 hour)	
Break	**10:15 a.m. – 10:30 a.m.**
Mission/Core Values/ Strategic Plan	**10:30 a.m. – 12:30 p.m.**
▪ Mission (Department/County)	
▪ Core Values	
▪ Strategic Plan	
Lunch	**12:30 p.m.- 1:30 p.m.**
Personal Mission	**1:30 p.m. - 4:15 p.m.**
▪ Examples of personal mission statement (various leaders)	
▪ Exercise (your personal mission statement) (What Do You Believe In?)	
Break	**2:45 p.m.- 3:00 p.m.**
Evaluation	**4:15 p.m.- 4:30 p.m.**

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DAY 2

Focus: Covey's 7 Habits/Myers-Briggs/Group project/ Book assignment

The 7 Habits of Highly Effective People references and offers solutions in the professional environment. This topic is a refresher to such concepts as honesty and integrity. The Myers-Briggs instrument will allow individuals to know themselves and know others so that they will be able to work together in a group. The group project will be discussed in detail and book assignments will be given.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Understand successful solutions in the professional environment
2. Understand results from the Myers-Briggs type indicator (MBTI) and its implications for working in groups
3. Increase self- awareness
4. Introduce book assignment: Monday Morning Leadership
5. Understand group project and expectations.

AGENDA

Registration	**8:00 a.m.**
7 Habits Of Highly Effective People	**8:30 a.m. – 10:15 a.m.**
Break	**10:15 a.m. – 10:30 a.m.**
Habits Of Highly Effective People	**10:30 a.m. – 12:30 p.m.**
Lunch	**12:30 p.m. – 1:30 p.m.**
Myers- Briggs (MBTI)	**1:00 p.m. –3:00 p.m.**
Break	**3:15 pm. – 3:30 p.m.**
Group Project/Book Assignment	**3:30 p.m. – 4:15 p.m.**

- Monday Morning Leadership
- Problem list
- Discussion

Evaluation	**4:15 p.m. – 4:30 p.m.**

DAY 3

Focus: Defining the leader

This topic introduces the concept of leadership and provides necessary background for a discussion of successful leadership, personally and organizationally. Participants will define leadership relative to their professional environment and discuss traits, which differentiate the leader from the follower. A number of leadership models will be reviewed and compared.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Define leadership
2. List desirable leadership qualities, attributes, and traits
3. Distinguish between leadership and management
4. Identify leadership styles and models
5. Discuss the merits of different leadership styles in leadership situations
6. Describe how a leader coaches and mentors subordinates
7. Expand on Maxwell's 21 Irrefutable Laws of Leadership
8. Show how critical thinking allows a leader to evaluate question and challenge the status quo
9. Increase self-awareness
10. Apply and discuss the information and concepts to the participants work unit and organization
11. Begin work on project.

AGENDA

Registration	**8:00 a.m.**
Defining The Leader	**8:00 a.m. – 12:00 p.m.**

- Definition of a leader
- Characteristics/Traits/Qualities
- Roles/Role Models
- Leadership Skills

Break	**10:00 a.m. – 10:15 a.m.**
Lunch	**12:00 p.m. – 1:00 p.m.**
Defining The Leader	**1:00 p.m. – 2:15 p.m.**
Break	**2:15 p.m. – 2:30 p.m.**
Group Project	**2:30 p.m. – 4:15 p.m.**
Evaluation	**4:15 p.m. –4:30 p.m.**

DAY 4

Focus: Communication

This section will thoroughly discuss communication. Communication is essential to leadership. Leaders must effectively communicate and resolve conflicts as well as create an environment for empowerment. Communication skills are a highly important task to lead a team. Participants will role-play and learn the benefits of good communication.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Demonstrate communication skills through role play
2. Discuss the benefits of personal and department communications
3. Demonstrate effective listening skills
4. Discuss Monday Morning Leadership
5. Discuss the importance of communication in team building and leading.

AGENDA

Registration	**8:00 a.m.**
Communications	**8:00 a.m. – 11:00 a.m.**

- Open verbalization skills (role play)
- Effective communication – (verbal/non-verbal) (role play)
- Department communications (discussion)
- Positive/negative department communications (discussion)

Break	**10:00 a.m. – 10:15 a.m.**
Communications #1	**11:00 a.m. – 12:00 p.m**.

- Discussion – Monday Morning Leadership

Lunch	**12:00 p.m. – 1:00 p.m.**
Communications #2	**1:00 p.m. – 2:15 p.m.**

- Discussion – Monday Morning Leadership

Break	**2:15 p.m. – 2:30 p.m.**
Group Project/Book Assignment (Whale Done)	**2:30 p.m. – 4:15 p.m.**
Evaluation	**4:15 p.m. –4:30 p.m.**

DAY 5

Focus: Planning and Organization

Planning and organizing is integral to building a learning organization. This block of instruction recognizes the importance of goal setting, time management, delegating and way to evaluate outcomes.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Demonstrate the time management quadrant
2. Discussion on effective delegation
3. Discussion of debriefing as it pertains to planning
4. Discuss the necessity for performance measures

AGENDA

Registration	**8:00 a.m.**
Planning and Organization	**8:00 a.m. – 12:00 p.m.**

- Goal setting
- Time management (Matrix)
- Delegating
- Ways to evaluate outcomes

Break	**10:00 a.m. – 10:15 a.m.**
Lunch	**12:00 p.m. – 1:00 p.m.**
Planning and Organization	**1:00 p.m. – 2:15 p.m.**
Break	**2:15 p.m. – 2:30 p.m.**
Group Project	**2:30 p.m. – 4:15 p.m.**
Evaluation	**4:15 p.m. –4:30 p.m.**

DAY 6

Focus: Team Building and Positive Relationships

T he word "team" can be traced back to mean "pulling together". We define "teams" as any group of people who work with each other to accomplish results. This block of structure will help with team building, and building positive relationships.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Participate in team building exercises
2. Discuss lessons learned from the team building exercise
3. Discuss the elements of positive relationship building
4. Relate relationship building to diversity
5. Discuss the importance of communication in team building and leading
6. Identify conflict in the organization and apply conflict resolution methods to achieve a win/win situation whenever possible
7. Carefronting vs. confronting
    a. Challenges others' behaviors using tact to maintain relationships
    b. Empathetically establishes open communications with others in high-stress situations
8. Discuss achieving a win/win resolution
9. Discuss acknowledging conflict as positive by focusing on the solution
10. Discuss inspiring and motivating through influencing others in attitude and demeanor, building trust through consistency, and stretching followers
11. Discuss Whale Done
12. Work on group project

AGENDA

Registration	**8:00 a.m.**
Positive Relationship Building	**8:00 a.m. – 3:00 p.m.**
▪ Team Building – methods and skills	
Break	**10:15 a.m. –10:30 a.m.**
Positive Relationship Building	**10:30 a.m. –12:00 p.m.**
▪ Conflict resolution skills	
Lunch	**12:00 p.m. – 1:00 p.m.**
Positive Relationship Building	**1:00 p.m. – 3:00 p.m.**
▪ Motivational techniques (discussion – Whale Done)	
Break	**2:15 p.m. – 2:30 p.m.**
Group Project	**3:00 p.m. – 4:15 p.m.**
Evaluation	**4:15 p.m. –4:30 p.m.**

DAY 7

Focus: Personal Wellness and Image

Modeling healthy behaviors is one of the roles of successful leadership. "Recreating" oneself allows an individual to increase their capital in order to be able to give that capital to others. This can occur on many levels—physical, mental, and spiritual. Not only do leaders benefit from taking care of themselves, but also everyone benefits from this positive modeling.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Increases self-awareness
2. Explore fitness models
3. Demonstrate Tai Chi/Yoga
4. Discuss the practices of stress management
5. Group sharing of personal experiences
6. Discuss ways to find time for personal wellness
7. Discuss the Mayor's Healthy Hometown Movement
8. Discuss the physical effects of not practicing self care
9. Work on group project

AGENDA

Registration	**8:00 a.m.**
Personal Wellness and Image	**8:00 a.m. – 2:30 p.m.**

- Personal image (mind – body – heart – soul)
- Stress management
- Tai Chi/Yoga
- Group discussion (personal methods)
- Time management/goal setting for personal wellness

Break	**10:15 a.m. – 10:30 a.m.**
Lunch	**12:00 p.m. – 1:00 p.m.**
Personal Wellness and Image	

- Healthy Hometown Movement

Break	**2:15 p.m. – 2:30 p.m.**
Group Project	**2:30 p.m. – 4:15 p.m.**
Evaluation	**4:15 p.m. –4:30 p.m.**

DAY 8

Focus: Cultural Competency and Diversity

E xposure to other cultures increases our understanding that there can be many ways to do the same thing. Ignorance of these different cultures can lead to misunderstanding, broken communication, and ill feelings. What we don't know can hurt others and us. This instruction can help to build understanding between people of other cultures and subcultures.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:
1. Share personal experiences from different cultures and subcultures
2. Share experiences of various religious backgrounds
3. Discuss the necessity to be open to diverse groups and what we gain by doing so
4. Work on group project

AGENDA

Registration	**8:00 a.m.**
Cultural Competency and Diversity	**8:00 a.m. – 2:30 p.m.**

- Cultural Competency video
- Facilitators (different cultures)
- Specialty Clinic
- Health Education staff
- Office of International Affairs

Break	**10:15 a.m. – 10:30 a.m.**
Lunch	**12:00 p.m. – 1:00 p.m.**
Break	**2:15 p.m. – 2:30 p.m.**
Give out "Leadership Challenge" synopsis	
Group Project	**2:30 p.m. – 4:15 p.m.**
Evaluation	**4:15 p.m. –4:30 p.m.**

DAY 9

Focus: Customer Service

People are the reason for our Service. People bring their histories and their needs to us. Our responses can make the difference as to whether or not they leave with a positive experience or wanting to shake the dust off their feet, never to return again. It is up to us to leave them satisfied and ready to proclaim "Now that is what I call service with a smile." We are never finished learning. You are doing something that matters to you, to us, and to the whole world. We all hold a piece of the knowledge base that makes for a successful organization. We all succeed when we all are committed to growth and sharing our resources—personally and professionally.

PERFORMANCE OBJECTIVES

After completion of this day of instruction, the participant should be able to:

1. Discuss Leadership Challenge
2. Discuss a learning organization
3. Discuss Fish video
4. Complete Balance Score Card
5. Finalize group project

AGENDA

Registration	**8:00 a.m.**
Customer Service	**8:00 a.m. – 12:00 p.m.**

- ▪ Balance Score Card
- ▪ Fish video

Break	**10:15 a.m. – 10:30 a.m.**
Lunch	**12:00 p.m. – 1:00 p.m.**
Closure/Discussion/Risk Taking	**1:00 p.m. –2:15 p.m.**

- ▪ A Learning Organization - discussion
- ▪ Leadership Challenge
  - What will you do differently after attending this class? - Discussion

Break	**2:15 p.m. – 2:30 p.m.**
Group Project	**2:30 p.m. – 4:15 p.m.**
Evaluation	**4:15 p.m. –4:30 p.m.**

DAY 10

Focus: Group Project Presentation

Participants will present final projects to class. All course content requirements and administrative support requirements are complete.

PERFORMANCE OBJECTIVES

After completion of this block of instruction, the participant should be able to:

1. Complete course evaluation
2. Present project
3. Participate in graduation exercise and receive certificate
4. Complete other administrative requirements

AGENDA

Registration	**8:30 a.m.**
Group Project Presentation	**8:30 a.m. – 12:30 p.m.**

- (4) Groups – (1 hour per group)
  (Set-up/presentation/discussion)

Break	**10:15 a.m. – 10:30 a.m.**
Lunch	**12:30 p.m. – 1:30 p.m.**
Graduation	**1:30 p.m. – 2:30 p.m.**
Evaluation	**2:30 p.m. – 3:00 p.m.**

Leadership Empowerment

LEAPH

Academy for Public Health

Louisville Metro Health Department

LEAPH Project

Leadership Empowerment Academy for Public Health

Kentucky Public Health Leadership Scholars

J. Wayne Crabtree; B.S., M. Div., CADC
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Donna H. Dooley; B.S., RN
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Chief Financial Officer; Louisville Metro Health Department

Candice G. Malone; B.S., NSCA-CPT
Health Education Specialist II; Louisville Metro Health Department

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Preparedness Manager; Louisville Metro Health Department

Mentors

Darlene Walls; B.A., M.A.
Employee Development Coordinator; Louisville Metro Health Department

Paul McKinney; M.D.
Associate Dean for Research; University of Louisville School of Public Health

Executive Summary

The Louisville Metro Health Department is taking a progressive role in addressing future labor shortages, which will occur, due to baby boomer retirements. Kentucky Retirement rules make it advantageous to retire before January 1, 2009, and more than 23% of the current workforce at the Louisville Metro Health Department will be eligible for retirement on or before January 01, 2009. We believe the labor shortages will affect all areas of labor, including leadership. The Super-visionary team has designed a Leadership Institute to be able to provide entry-level leadership training to 80 participants each year. The training will be for all levels of employees within the public health field.

Leadership, and the need for leadership training, is not an idea exclusive to public health. On a particular day, the word leadership typed into a popular search engine's search function revealed over 31 million hits, the term public health leadership over 1 million hits, and the term public health leadership institutes over 200,000 hits.

Based on an article published on "The National Public Health Leadership Development Network", financed by a CDC grant, there are approximately 2,000,000 public health practitioners currently in the workforce in need of training, including leadership training. By 2012 The U.S. Department of Labor (DOL) estimates there will be 165 million jobs and only 162 million people available in the workforce to fill those jobs and of those available, 20% will be 55 and over.

In addition to baby boomer and other retirement concerns, through a 3-year period the Louisville Metro Health Department employed 5 different directors. One thing that became apparent was the under developed leadership skills below the director level.

A survey was sent to all health department employees and 223, or approximately 70% of all employees, responded to the survey. Approximately 79% of the responding employees felt that management of the health department needed additional leadership skill development, 41% of the respondents thought they themselves needed leadership training, 50% of the respondents disagreed that good communication skills were used at the health department, and 48% of respondents disagreed that sound time management, delegation, and planning practices were followed.

To meet the demand for leadership skills in the future, the team developed a Leadership Institute to be a 1-day per week, for 10-week program. It will touch on many basic leadership topics, including, style, personality type, communication skills, cultural diversity, and other topics. There will be 20 seats available per class, open to all levels of leaders. Instruction will be by leaders of the Louisville Metro Health Department, including many KPHLI fellows. In addition, the University of Louisville has expressed an interest in assisting with the class by offering instructors, classroom, Master level students to help as needed, and other resources. The class will be made available to other public health departments around the state and nation, but initially will concentrate on employees of the Louisville Health Department.

The current KPHLI team, the Super-visionaries, will act as an advisory board over the Institute, selecting candidates, approving projects, revising the curriculum, and other ongoing tasks. The Training Coordinator of the Health Department will also provide long-term assistance and guidance, as needed.

The initial class is to be offered starting in October 2006, running through mid December 2006. The Institute will be offered 3 to 4 times a year, 20 in a class.

INTRODUCTION

The education and training of public health leaders is critical for the future of the public health system. Leaders are instrumental in building, maintaining, and nurturing the system. Prepared public health leaders need the knowledge, skills and attitudes to guide the public health system (1). The Leadership Empowerment Academy for Public Health (LEAPH) project is the foundation for leadership, providing public health employees with the challenge to become leaders. This entry-level program is one way to build a culture of strong leadership, whereby employees demonstrate effective leadership at all levels (2). This project will assist in improving the Public Health workforce, poor morale, and staff turnover in the following ways:

- Develop Leadership Skills
- Be challenged to become a leader
- Achieve personal development and self awareness
- Be empowered to take risk
- Practice good internal and external customer service
- Become a better communicator
- Understand core values, missions, and strategic plans
- Understand the need to appreciate others
- Learn to recognize other's contributions
- Understand the importance of team building
- Appreciate cultural competency and diversity
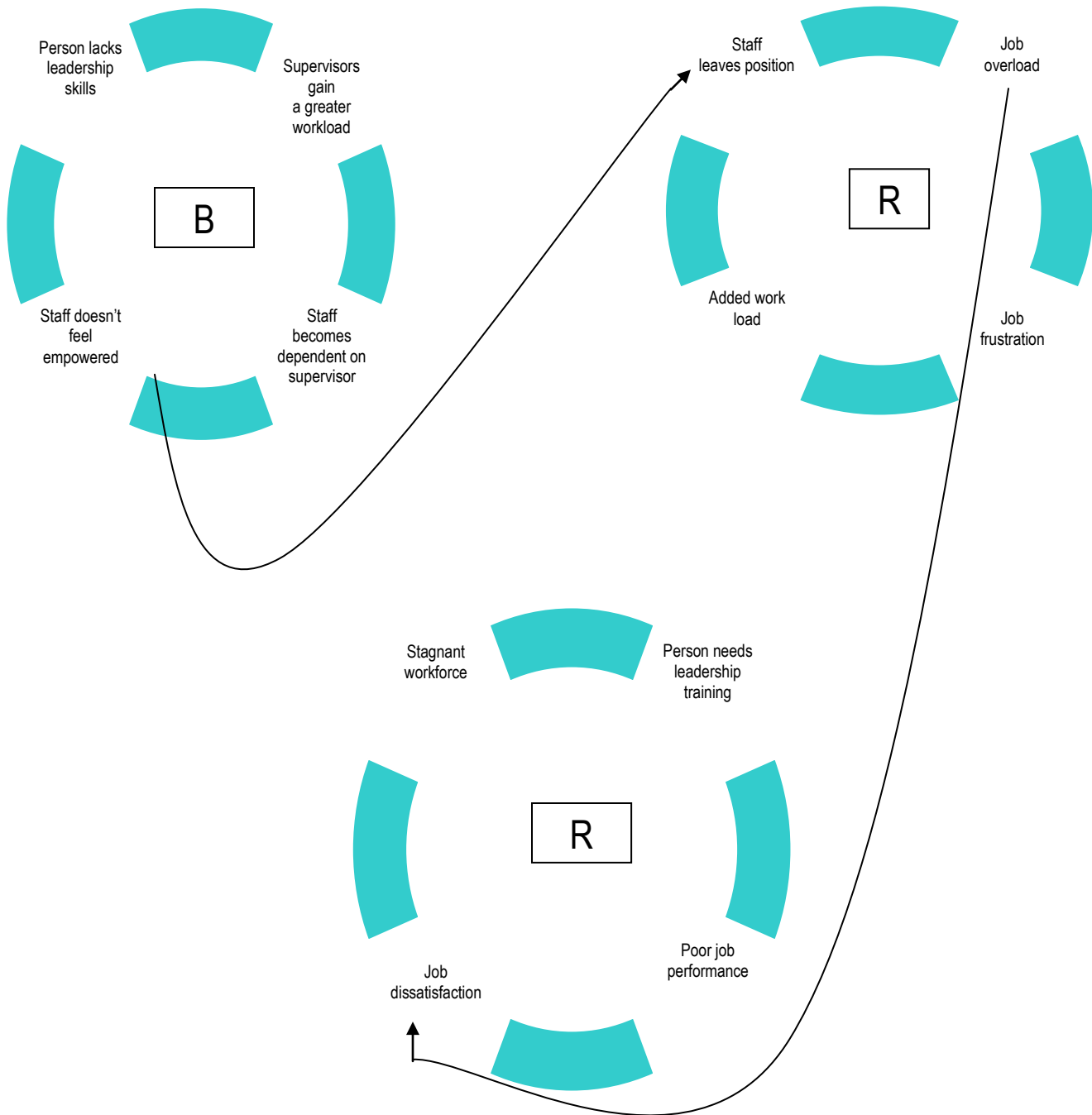- Empower others

Problem Statement:

Under-developed public health leadership skills lead to a stagnant workforce, poor morale, and an increase in staff turnover, which results in the lack of future leaders.

Timeline of events

Year	Event
1997-1998	Political Strife
1999	KPHLI Began (April)
2002	Director Change (June)
2003	Director Change (June) Director Change and Merger (January) Compensation Disparity Union vs. Non-union (July)
2004	New Director Hired (January) Compensation Disparity Union vs. Non-union (July) SEAD (Supervisor Enhancement and Development) Training began (November)
2005	Workforce Development Compensation Disparity Union vs. Non-union (July)

Causal Loop Diagram:

Person lacks
leadership
skills

Supervisors
gain
a greater
workload

B

Staff doesn't
feel
empowered

Staff
becomes
dependent on
supervisor

Staff
leaves position

Job
overload

R

Added work
load

Job
frustration

Stagnant
workforce

Person needs
leadership
training

R

Job
dissatisfaction

Poor job
performance

10 Essential Public Health Services/National Goals Supported:

The Essential Public Health Services addressed by this project include the following:

Essential Service #8- Assure a competent work force-public health and personal health care (3). *Through this institute we will be providing basic leadership training to all level of employees to assure that every employee has the opportunity to be a leader. As with other health care professionals, we believe that within 5 to 10 years there will be a severe shortage of "leaders". This program will start individuals along the path of identifying and developing good leadership skills, which will ultimately assure a competent workforce.*

Essential Service # 10- Research for new insights and innovative solutions to health problems (3)**.** *Through this institute we will be providing the tools needed to develop leaders at all levels of the organization. The more leaders that are available at all levels, the more time free for the higher level visionaries. Thus, a creative approach to solving what we believe will be a shortage of leadership in the future.*

PROJECT OBJECTIVES

Through the application of the Leadership Empowerment Academy for Public Health (LEAPH) project, participants will:

1. Develop Leadership Skills
2. Be challenged to become a leader
3. Achieve personal development and self awareness
4. Be empowered to take risk
5. Practice good internal and external customer service
6. Become a better communicator
7. Understand core values, missions, and strategic plans
8. Understand the need to appreciate others
9. Learn to recognize other's contributions
10. Understand the importance of team building
11. Appreciate cultural competency and diversity
12. Empower others

PROJECT DESCRIPTION

The LEAPH project will present concepts, strategies, and models, which will direct public health employees toward the development and utilization of leadership principles and practices. These concepts, strategies, and models will assist them and the Health Department to efficiently and effectively accomplish their mission. Participants will begin to identify and articulate their own personal leadership philosophy. The project includes 10 eight-hour sessions, one day a week and will include a classroom presentation.

DELIVERABLES

Leadership curriculum on compact disc

METHODOLOGY

The Super-Visionaries team met about twice a month beginning in June of 2005. It was quickly agreed upon that this would not be enough time to complete the project so we began meeting once a week. The Team Charter was voted on and our meeting format was discussed. We then began to outline what would be needed to complete the project. (See Appendix)

The decision was made to develop a training module that would give every employee the opportunity to obtain the skills needed to become leaders. As a result the team decided to develop a survey to be given to all Louisville Metro Health Department (LMHD) employees to assess the need for leadership development.

The draft survey instrument was developed and then sent through Sheila Andersen, Administrator for the LMHD Office of Planning and Evaluation. The draft questions were reviewed and the final version was approved for face validity for use in the survey. Employees were given one week to complete the survey. Approximately 223 out of 325 employees completed the survey for a completion rate of 70%. (See Results section) Results indicated that Leadership development is a perceived need at LMHD and that all employees could benefit.

While this process was occurring, the team also began developing the format and structure of the project. In addition to this, the team began to work on Curriculum development. The team began searching the Internet and the community for possible examples that could assist us in the Project's development. Various resources were used such as the "Lessons in Leadership—Get Motivated Workbook", the "Illinois Law Enforcement Executive Institute—Exemplary Leadership Curriculum", and the Louisville Metro Human Resources training for Supervisors called, "Supervisor Enhancement And Development" (SEAD) training. However, the Kentucky Public Health Leadership Institute (KPHLI) was our main inspiration.

The team met with representatives from the University of Louisville School of Public Health and with Louisville Metro Human Resources to discuss opportunities for collaboration. We are still discussing these possibilities with the University of Louisville School of Public Health. Louisville Metro Human Resources has agreed to provide trainers for some of the topics. These collaborations will help us to develop the best product possible in order to develop future leaders in Public Health.

Now the project needed a name and the team met to begin to creatively search for a name that would befit our project. We decided on the "Leadership Empowerment Academy for Public Health" (LEAPH) project. We agreed upon this name because our goal is to

afford all Public Health employees the opportunity to develop leadership skills and grow personally and professionally.

RESULTS:

The Super-visionaries were not surprised that the results of the leadership assessment survey, involving all Louisville Metro Health Department employees, rendered such percentages, especially in the single question about management. Overwhelmingly, line and staff respondents saw themselves and their superiors in desperate need of professional leadership development. This single category gave the team the needed "ammunition" to vigorously move forward with their project. You will see below additional figures that supported the team's original vision of providing a means of leadership excellence, for ALL employees, as each aspires to be their own leader:

Leadership Needs Assessment Survey

Do you supervise other employees in your job?						
	Response Total					
Yes	46					
No	196					
Total Respondents	242					
(skipped this question)	1					
	Strongly Disagree	**Somewhat Disagree**	**Neutral**	**Somewhat Agree**	**Strongly Agree**	**Response Total**
I feel motivated to become a leader at the Health Department.	45	39	60	57	22	223
I feel empowered to take risks in my current position.	31	50	53	69	20	223
People in management at the Health Department need leadership skill development.	8	9	31	79	96	223
I need leadership training.	18	36	77	59	33	223
I think that we utilize effective communication skills at the Health Department.	53	57	49	45	19	223

At the Health Department we practice good customer service for internal customers.	25	43	42	80	33	223
At the Health Department we practice good customer service for external customers.	14	31	41	97	40	223
At the Health Department we are sensitive to diverse cultures in our daily practice.	8	29	25	105	55	222
At the Health Department we practice good delegation planning or time management.	40	67	55	50	10	222
Management personnel at the Health Department acknowledge a job well done.	35	41	49	75	22	222
At the Health Department there are healthy role models who are physically fit and demonstrate a healthy lifestyle.	19	37	61	76	29	222
Total Respondents	**223**					
(skipped this question)	**19**					

CONCLUSION

The **LEAPH Project** was developed to guide all employees to lead, mentor, and develop themselves, not only in the Louisville Metro Health Department, but also throughout the field of Public Health. Leadership knowledge and skills are not just for supervisors but should include all employees. A Louisville Metro core value is **"Every Employee a Leader".**

Anyone can become a leader that has the willingness and drive to achieve that goal. A good organization is one that creates a strong vision for the future. Vision is achieved when creativeness is acknowledged and implemented. Preparing every person to lead allows everyone the opportunity to grow. Public Health needs leaders who can thrive in today's "do more with less" world. Public Health prepares for the future; we need to develop "the leader" within all employees from the front staff to the departments' director.

The LEAPH Project is only the beginning step to training the leaders of tomorrow for public health throughout the state.

LEADERSHIP DEVELOPMENT OPPORTUNITIES

Candice Malone

Participation in the Kentucky Public Health Leadership Institute helped me enhance my self awareness and grow individually. The KPHLI process was a challenging and positive experience that gave me the knowledge and skills to be a leader in public health. I also enjoyed networking with other public health professionals in Kentucky. I value the team work and effort that my change master team put into making our project complete. KPHLI gave our team a working relationship and a friendly bond that will continue after the KPHLI process and it is greatly appreciated.

J. Wayne Crabtree

As a result of my participation in the Kentucky Public Health Leadership Institute, I have been able to reflect upon my strengths and weaknesses as a leader. It has provided me with the opportunity to develop leadership skills that I never thought I had and to enhance my existing gifts as a leader. It has not only helped me professionally, it has also helped me personally. I am more self-aware. The survey instruments afforded me the occasions to reflect upon my communication skills, my emotional intelligence, and on how others view me as a person and leader. Our Change Master Project also invited me to practice some of my leadership skills in a safe environment of support. My colleagues have taught me more than I could have ever imagined, especially in regards to what it means to be a Team. Our gifts were shared and we all benefited. The opportunity to network with Public Health Leaders across the state was a source of inspiration. Truly we are all in this together. This Institute works and I am grateful.

Bill Wetter

I personally wished that I had had the opportunity to participate in the Kentucky Public Health Leadership Institute a long time ago. The total experience has been a good one and one that would have been even more beneficial earlier in my career. The KPHLI venture is a challenging one but brought me to a new understanding of what it means to be a leader (in contrast to being a manager). The entire KPHLI group, but more specially my Louisville Metro team was comprised of fantastic people who made the entire process meaningful and rewarding. I will continue to seek help, aid and assistance from my cohorts for many years to come!

Eileen Deren

Kentucky Public Health Leadership Institute has been a busy year, but a rewarding one with many fond memories. The training has given me insight and made me realize the many different methods to become an effective leader. I realize that change is slow, but for change to take place, we have to start somewhere. The opportunity to learn, interact, and socialize with others throughout the state was an experience that is once in a lifetime. When other public health personnel come together with the same passion and

commitment for public health, you realize you have selected the right profession to pursue in life.

The most rewarding part of KPHLI was the friendships I made with my Change Master Group. All the members of the group are from the LMHD. We have worked hard on our project, but have also had a lot of fun. KPHLI has given me the opportunity to work and get to know people in the department that have the same passion and commitment for public health. We have built friendships that will be a rewarding experience long after the implementation of the LEAPH Project.

Donna Dooley

I wanted to attend the Kentucky Public Health Leadership Institute for self-improvement. As a junior supervisor, I have not had much experience prior to this role in supervision. I aspire to grow through training, observing and practical skills. The Kentucky Public Health Leadership Institute has taught me a tremendous amount of skills, strategies and a wealth of knowledge about myself. I will continue to put forth the knowledge I have obtained and establish new ways of receiving information. I will definitely recommend this Scholar program to my peers.

Ken Kring

Though my participation in KPHLI, along with a great deal of reading leadership material, I have been able to turn the focus inward, examine some attitudes, beliefs, and practices, and make both personal and professional changes. Through the Change Master Team I have been allowed a safe place to practice the new ideas. I have had the opportunity to grow in leadership skills and abilities. There have been excellent opportunities for both personal and professional growth and I appreciate the networking with others from around the state. I have enjoyed the diversity of our Change Master Team and have learned to utilize the strengths of all, in a team setting. I would highly recommend the KPHLI program to anyone wanting to increase his or her leadership skills.

Super-Visionaries Activity Log
Appendix

Date	Activity	Members Present
6/3/05	Team Charter	KPHLI
6/17/05	Time Line & Causal Loops	KPHLI
7/01/05	Archetypes Problem Statement	KPHLI
7/22/05	Team Charter Review of Archetypes, Causal Loops & Timeline	KPHLI
8/26/05	Revision of Problem Statement	KPHLI
9/01/05	Discussion of Leadership "What is a Leader"	KPHLI
9/06/05	Discussion of Project	KPHLI
9/16/05	Discussion of Format of Project	KPHLI
9/30/05	Project Curriculum & Format Development & Possible Collaboration U of L School of Public Health (U of L SPH) & Louisville Metro Human Resources (SEAD) Training	KPHLI
10/07/05	Meeting with Dr. McKinney Re: Collaboration with U of L SPH	KPHLI & Dr. McKinney (U of L SPH)
10/21/05	Discussion of Collaboration with U of L SPH	KPHLI
11/4/05	Content & Format Development	KPHLI
11/11/05	Content & Format Development	KPHLI
12/09/05	Project Development	KPHLI
12/12/05	Project Development & Curriculum Draft	KPHLI
12/16/05	Leadership Needs Assessment Survey Development & Project Development	KPHLI
1/06/06	Discussion of Grant Opportunities U of L SPH Collaboration Final Draft Approval of Leadership Needs Assessment Survey	KPHLI B.J. Adkins (LMHD Grants Coordinator) Latonia Peters (U of L SPH)
1/13/06	Continued Work on Project	KPHLI
1/20/06	Work on PowerPoint to Introduce Project Leadership Needs Assessment Distributed Project Name: LEAPH Project "Leadership Empowerment Academy for Public Health"	KPHLI
1/27/06	Collaboration with U of L SPH Presentation at Director's Meeting Review of results of Leadership Needs Assessment Survey, Review Curriculum	KPHLI Dr. Barry Wainscott (U of L SPH)
2/10/06	Review of Director's presentation on 2/14/06 Discussion of Final presentation Review of Assignments U of L SPH Collaboration Project Assignment reviewed	KPHLI
2/14/06	LEAPH presentation to Dr. Troutman, Director of LMHD; Project approved	KPHLI Dr. Troutman

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