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# **Mapping Foreign Affairs and Global Public Health Competencies: Towards a Competency Model for Global Health Diplomacy**

Matthew Brown, Julie Bergmann, Timothy Mackey, Quentin Eichbaum, Lotus McDougal and Thomas Novotny

*The largest Ebola Virus Disease outbreak in recorded history required not only the greatest global health response in history, but also placed new demands on both the diplomatic corps and public health officials. Coordinated action to address public health issues that cross national boundaries is referred to as global health diplomacy (GHD), broadly defined as political activity that meets dual goals of improving public health and strengthening relations among nations. However, there is no GHD core competency model to inform training of professionals, or to help direct efforts requiring cross-disciplinary coordinated global health action. No institution has yet developed a GHD core competency model which would help bridge the fields of global public health and foreign affairs, providing additional guidance to diplomats and public health officials to prepare for global health emergencies. Without defined competencies in field of GHD, professionals charged with public health action may lack knowledge, skills, and abilities to effectively manage or lead during a global health emergency.*

*This research identifies and maps core competencies that can be used to address this gap in the training of professionals in the fields of foreign affairs and global public health. We conducted focused internet searches to identify two core competency models in foreign affairs and six competency models in global public health. Employing domain word counts, we compared models to determine degree of association, divergence, and emphasis. Based on this analysis, we propose a GHD core competency model to inform training within global public health and foreign affairs organizations and institutions. This initial model could assure that both foreign affairs and global health professionals have the necessary knowledge, skills, and abilities to support effective global health action.*

## **INTRODUCTION**

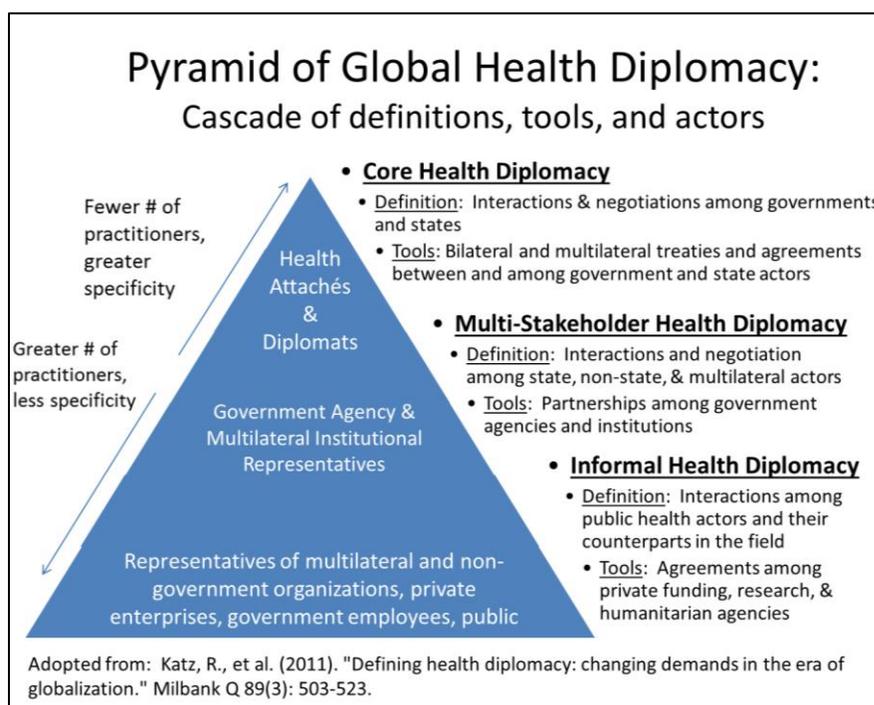
As the recent Ebola Virus Disease (EVD) outbreak rapidly demonstrated, foreign affairs and global public health professionals must work in concert to respond to complex diseases that rapidly transcend geopolitical borders. As a result of today's interconnected world, mass migration of people, and expanding social networks, many diseases threaten the security of populations globally, and nations must join together to tackle common public health threats. Global health and foreign affairs institutions currently tackle a myriad of global health threats including prevention and control of HIV/AIDS, tuberculosis, malaria, and pandemic influenza (H1N1), as well as mobilizing responses to severe acute respiratory syndrome and non-communicable diseases. Coordinated action that transcends international borders and conducted by country

governments, multilateral organizations, research institutions, and the public increasingly demands expertise in this emerging field of practice. GHD links actors in the fields of foreign affairs, security, and global public health.<sup>1</sup>

GHD is broadly defined as political activities that meet the dual goals of improving public health and strengthening relations among nations.<sup>2</sup> However, linking the fields of global public health and diplomacy is a relatively recent concept, emerging over the last two decades.<sup>1</sup> Today, one can find GHD included as a topic in nearly every global health conference, as the focus of several academic journals,<sup>3,4</sup> and on the institutional web pages of several public health institutions.<sup>3,5-9</sup> The concept is relevant to global public health professionals as well as to members of the diplomatic corps. Despite the need for knowledge, skills, and best practices that demonstrate competence in the field of GHD, interdisciplinary training bridging public health and diplomacy remains nascent.<sup>10</sup> This presents additional challenges to effectively measure or know if we have achieved specific competencies.<sup>11</sup> Additionally, greater refinement of definitions is needed to understand how competencies relate to specific areas of practice.

Adding more specificity to the field, Katz et al., introduced three categories of GHD: *Core*, *Multilateral*, and *Informal* GHD.<sup>12</sup> Further refinements in this description added elements of practice for the field: specific actors and tools used by each respective category of GHD (Figure 1).<sup>1</sup>

Figure 1: Pyramid of Global Health Diplomacy<sup>1</sup>



At the top of the practice pyramid, *Core* GHD's primary actors are Health Attachés: specialized diplomats whose main job is to report, negotiate, and formulate agreements that link governments, public health agencies and institutions around shared public health challenges and threats. Health Attachés have the highest degree of

credentialing associated with their field of practice; they are members of the diplomatic corps and consequently the fewest in number, with both sending and receiving governments needing to endorse a Health Attaché in a specific country.<sup>1</sup> In the mid-section of the pyramid is *Multilateral* GHD, the principle actors of which are government employees and representatives of multilateral institutions. These actors have more diverse credentialing standards, and therefore there are a greater number of individual practitioners in this category. At the base of the pyramid is *Informal* GHD, whose principle actors are representatives from private enterprise, non-governmental organizations, academia, and civil society, which has the greatest variance in credentialing as well as the largest numbers of actors.

As illustrated in Figure 1, each actor employs specific tools best aligned within each stratum, including agreements, strategies, and models of best practice to achieve shared goals addressing common public health problems. Together, these three types of GHD emphasize the crosscutting and multi-disciplinary nature of GHD. Consequently, there follows a need to address competencies and training within the field, as well the measurements to assess performance and align best practices models at any level of GHD practice.<sup>13</sup> An analysis of definitions, tools, and actors, and the requisite training for each, will help provide additional clarity on the practice of GHD.

Foreign affairs and public health agencies use core competencies for recruitment, accreditation, and educational standardization within their respective fields.<sup>14,15</sup> Core competencies are sets of knowledge, skills, abilities, and behaviors required for work within an organization and are used to measure progress and evaluate performance.<sup>16</sup> However, in the emerging profession of GHD, neither foreign policy nor global public health institutions have updated their published core competency models to describe the linkage between the fields. Enhanced competency models that illustrate the cross-disciplinary knowledge, skills, and behaviors needed for practitioners of *Core* GHD may enhance the capacity of Health Attachés and diplomats to manage and lead in statecraft. However, these needs are also shared by actors in *Multilateral* and *Informal* GHD. Identifying the specific domains needed within a GHD competency model will help both foreign affairs and global public health training programs better prepare professionals to conduct GHD and more effectively respond to rapidly changing global health events.

As illustrated, competencies are observable and measurable forms of human behavior that are needed by a group or individual to achieve the goals of an organization.<sup>17</sup> A competency model is an organizing framework that lists the behaviors or abilities required for effective performance in a specific job.<sup>18</sup> Hence, such a model provides a uniform approach for individuals and organizations within the specific field.<sup>19</sup> Further, established core competency models help institutions recruit, train, and accredit individuals into a profession, standardize approaches across institutions, and measure progress of an individual or an organization toward the ultimate goals of the group or organization.<sup>20</sup>

The development of a core competency model in the nascent field of GHD, based on an analysis of differences, similarities, and degrees of emphasis of core competencies employed by global public health and foreign affairs organizations, is timely. This model would illustrate additional areas of emphasis needed when preparing global public health and foreign affairs professionals for challenges in today's interconnected world. Additionally, this would help align and guide practitioners charged with negotiations, policy development, and advocacy, to support more effective public health

action, critical in times of global public health emergencies. This paper fills this critical gap by proposing an initial core competency model for the emerging field of GHD to increase effectiveness as well as standardization for GHD actors.

## METHODS

We used a three-stage process to develop a competency model for GHD. First, we identified published competency models with definitions from global public health and foreign affairs training organizations by conducting web searches and literature reviews of institutions, government agencies, academic programs, and the peer-reviewed literature. Second, we created aggregate models for both foreign affairs and global public health to facilitate comparisons between the two disciplines. Employing the foreign affairs model as an analytical framework, we then measured degrees of association by counting the foreign affairs key domain words that occur within each competency model. This analytical framework applied consistently across models gives us a surrogate measure for emphasis within each domain, elucidating degrees of shared commonality as well as divergence among the models. Finally, informed with these measures of association, we developed a draft set of core competencies for GHD by identifying additional emphases needed within both foreign affairs and global public health training programs.

### *Stage 1: Literature Review*

Searches utilized PubMed, JSTOR, Google, and Google Scholar.<sup>21</sup> We included competency models published from global public health and foreign affairs institutions that provide training to professionals in their respective fields. Unpublished competency models from government agencies, private universities, and firms that may charge fees for use of their competency models were excluded. To provide adequate source material to support word counts and comparisons, only competency models that contained definitions were included in the analysis.

Search terms for public health institutions with training mandates included: 'training in health diplomacy', 'training in global public health', and 'training in applied public health,' 'global public health', and 'core competency model' or 'core competencies' or 'core precepts' – which like competency, means a rule of action or conduct within a given field.

Search terms for diplomatic and foreign affairs institutions with training mandates included: 'training in diplomacy', 'competencies for diplomatic training', and 'applied diplomacy,' 'foreign affairs', 'diplomacy', and 'core competency model', 'core competencies', or 'core precepts'.

### *Stage 2: Analysis of Competency Models*

We assembled an inventory of competency models (all models included in the analysis are listed in Appendix A: Global Public Health Competency Models and Appendix B: Foreign Affairs Competency Models). We then created an aggregate model to facilitate comparisons across disciplines. To create the aggregate model, we utilized seven *a priori* foreign affairs domains from the foreign affairs models, identified as

important in the review of the literature and used to train diplomats in the U.S. Foreign Service. We then enumerated the occurrence of each foreign affairs domain descriptor within each core competency model included in the analysis. The aggregate model thus represents a count of domain descriptors within each competency model. The higher count of domain descriptors, the greater the emphasis of this foreign affairs domain within in each model.

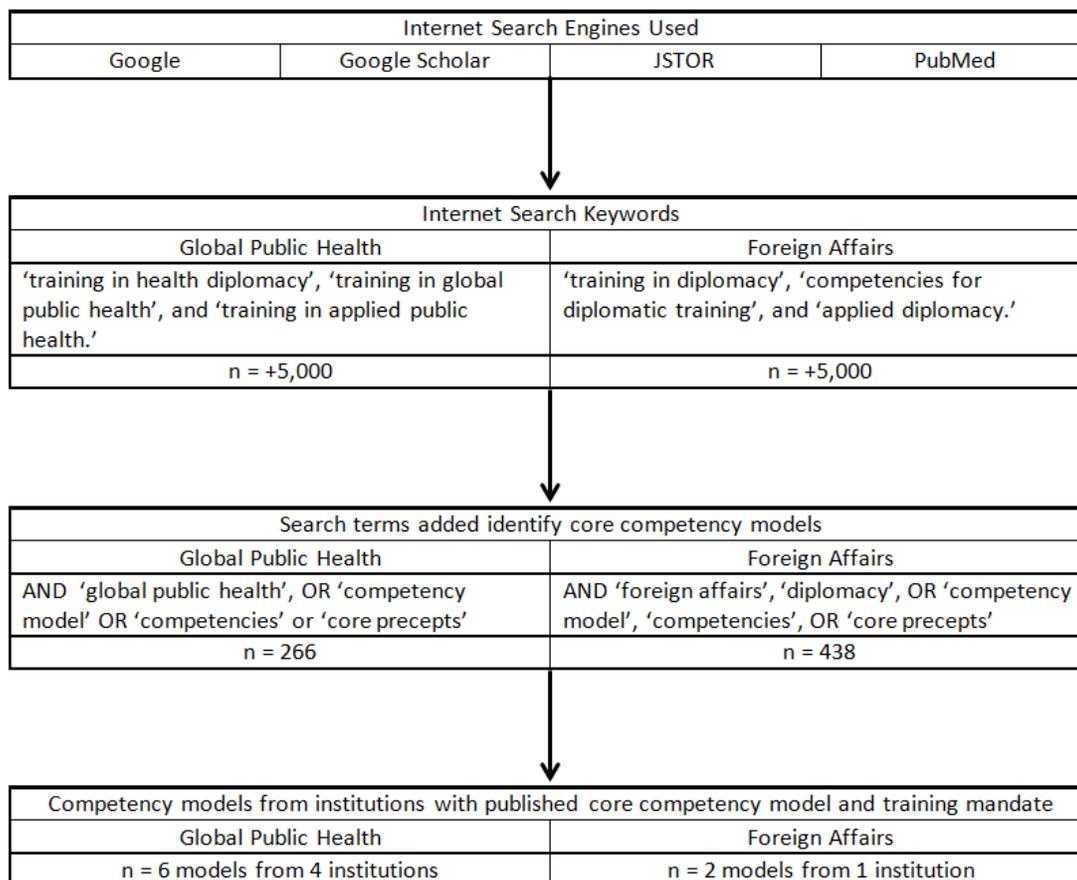
We used the foreign affairs domains to develop the analytic framework used for cross competency comparison as the foreign affairs domains are well established training elements and based on more than 200 years of refinement and application in training in diplomacy, negotiation, and statecraft.<sup>22</sup> Global public health is by comparison a much newer academic field and emphasizes by necessity a multidisciplinary approach to competency development.<sup>23</sup> Foreign affairs domains also include areas emphasized in the literature for GHD, such as leadership, negotiations, and training in political, military, and commercial affairs.<sup>24</sup> In addition, given the growing demand that global public health issues make on the foreign policy, diplomatic training must also draw on competencies supported in the global public health literature, such as population health, research and ethical analysis, and scientific communication. Thus, employing word counts from the foreign affairs framework, applied consistency across multiple competency models with definitions, from both fields, yields measures of divergence and intersection, as well as relative emphasis among the competency models from these two fields.

### *Stage 3: Developing an Initial Competency Model for GHD*

We developed the GHD competency model by identifying domains with the greatest difference between global public health and foreign affairs, rather than including domains with the greatest similarity. Including competencies with the greatest difference ensures cross-discipline competence, which as illustrated in the literature is most needed for the effective practice of GHD. Areas with agreement between fields are not included, as these competencies have sufficient attention within both foreign affairs and global public health.

## **RESULTS**

We found no published inventories or comprehensive mapping exercises to describe competencies in the emerging field of GHD. However, we identified two core competency models that met the criteria established from our search methodology in the field of foreign affairs from a single institution, and six core competency models from the field of global public health from four different institutions (Figure 2).

**Figure 2: Study Institutions Inclusion and Exclusion Framework**

Overall, eight competency models from five institutions fit the inclusion criteria (Table 1). We identified two models from one foreign affairs institution (n=2 models from 1 institution) and six models from four global public health institutions (n=6 models from 4 institutions).

Surprisingly, the U.S. Department of State, Foreign Service Institute, is the only foreign affairs institution that has two published core competency models in the field of foreign affairs.<sup>15,25</sup> Other foreign affairs models were not included as they did not provide competency models with definitions, which are necessary for content analysis, or were not publicly accessible. This is striking considering that every country must maintain a foreign affairs department and must train professional diplomats to conduct negotiations with other nations. However, the U.S. Foreign Service Institute publishes a complete core competency model with definitions relevant to each career stage of a diplomat in the U.S. Foreign Service (designated as a Foreign Service Officer [FSO]). The first model, "13 Dimensions," is used to recruit and select new FSOs entering the diplomatic corps, with these individuals eventually working at the 294 U.S. Embassies, Consulates, and Missions abroad.<sup>26</sup> The second model, "Criteria for Tenure and Promotion in the Foreign Service," is used after an employee is hired into the Foreign Service, differentiating among the levels of career competencies and used to guide FSOs

through a prescribed career track within the U.S. diplomatic corps.<sup>15</sup> No other foreign affairs institution has a published core competency model.

Among global public health institutions, we identified six core global health competency models from four different institutions: the World Health Organization (WHO) -- with a model for WHO employees,<sup>27</sup> the Association of Schools and Programs of Public Health (ASPPH) -- with two models, one for Masters level and one for PhD level students,<sup>14,28-30</sup> the U.S. Centers for Disease Control and Prevention (CDC) -- with two models, one for CDC employees who work globally, and one for Field Epidemiology Training Program participants, an applied public health training program conducted internationally by the CDC;<sup>31-33</sup> and the U.S. Food and Drug Administration (FDA) -- with one model for FDA employees who work globally.<sup>34,35</sup>

Three of these institutions, WHO, CDC, and FDA, maintain a workforce of global health professionals who work outside internationally, supporting their respective agency missions and mandates. While the size and composition of these respective workforces vary, all have processes by which professionals are recruited, trained, retained, and promoted so that they can be effective in their international assignments. ASPPH is an association of academic public health programs that publishes a global public health competency model for use by schools of public health, and this is used to recruit, train, mentor and prepare students for careers in global public health. While focused on academic preparation, the ASPPH models describe various professional standards for global public health practice and are included in the analysis.

Table 1: Global Public Health and Foreign Affairs Institutions with Published Competency Models and Training Mandates

.	<i>Name of Institution</i>	<i>Type of Institution</i>	<i>Published Competency Model</i>
1.	U.S. Department of State (DOS)	Foreign Affairs	Foreign Service Officer Qualifications - 13 Dimensions <sup>36</sup>
2.	U.S. Department of State (DOS)	Foreign Affairs	Decision Criteria for Tenure and Promotion in the Foreign Service (3 FAH-1 EXHIBIT H-2321.1B) <sup>37</sup>
3.	World Health Organization (WHO)	Global Public Health	World Health Organization Core Competency Model <sup>27</sup>
4.	Association of Schools and Programs of Public Health (ASPPH)	Global Public Health	Association of Public Health Schools Global Health Competencies for Masters in Public Health <sup>28</sup>
5.	Association of Schools and Programs of Public Health (ASPPH)	Global Public Health	Association of Schools of Public Health Core Competencies for the Doctor of Public Health Degree, by Competency Domain <sup>30</sup>
6.	Centers for Disease Control and Prevention (CDC)	Global Public Health	Centers for Disease Control and Prevention field epidemiology training program competencies <sup>31</sup>
7.	Centers for Disease Control and Prevention (CDC)	Global Public Health	Centers for Disease Control and Prevention: Global Public Health Competency Model <sup>33</sup>
8.	Food and Drug Administration (FDA)	Global Public Health	Food and Drug Administration: Developing a Global Curriculum for Regulators; Competency Definitions <sup>35</sup>

### *Description of Organizations:*

1-2: *The U.S. Department of State is the lead foreign affairs institution for the U.S. Government, the workforce are Foreign Service Officers and other professionals that work at the U.S. Department of State and serve at U.S. Embassies and consulates abroad supporting U.S. foreign policy.*

3: *The WHO is a multilateral body comprised of health agencies from member states of the United Nations. The workforce populates the various technical agencies of the organization to set global public health policy, norms and standards.*

4-5: *ASPPH is an association of schools and programs of public health, American and international academic institutions that train and accredit professionals in global public health, for both Masters and Ph.D. level accreditation.*

6-7: *The CDC is a public health practice agency, whose global workforce staff overseas offices and institutions with various disease protection, prevention, and control missions and mandates.*

8: *The FDA is a public health regulatory agency with overseas offices and a workforce of global regulators to carry out food, feed, medical device and pharmaceutical protection and regulation mandate. Both CDC and FDA are agencies within the U.S. Department of Health and Human Services, the principle public health authority in the United States.*

### *Foreign Affairs Aggregate Model*

We identified seven foreign affairs competency domain descriptors to compare competencies across disciplines. The first column in Table 2 lists the domain descriptor from the foreign affairs model, which serves as the comparison framework (Table 2). The next two columns show the number of occurrences for each descriptor within the first two foreign affairs models. The *Foreign Affairs Aggregate* column is the sum of the counts for Models 1 and 2. The final column in Table 2 is the proportional mention of each domain descriptor in the aggregate. This proportion illustrates the emphasis placed on that domain in the field of foreign affairs,, ordering the competencies from the highest emphasis to lowest emphasis. The ‘Substantive Knowledge’ domain occurs most often (41%) in the foreign affairs model. Substantive knowledge refers to knowledge of foreign policy objectives at the entry level, using professional standards to improve foreign affairs programs at the mid-level, and raising the level of performance of the foreign affairs organization at the senior level.<sup>15</sup> ‘Foreign language skills,’ is the second highest (15%); followed by ‘communication’, ‘managerial’, and ‘leadership’ skills, all at 12% respectively, and lastly ‘interpersonal’ and ‘intellectual’ skills at 5% and 3%, respectively. This is the foreign affairs aggregate model we will use for comparison with global public health aggregate model, in the next section.

Table 2: Foreign Affairs Institutional Competencies and Domain Descriptors

<b>Key Definitional Word, Search Term in 'Quotes'</b>	<b>Foreign Service Qualifications - 13 Dimensions</b>	<b>Promotion in Foreign Service - Core Precepts</b>	<b>Foreign Affairs Aggregate</b>	<b>Foreign Affairs Percentage</b>
'Leadership' skills	1	7	8	12%
'Managerial' skills ('manage')	0	8	8	12%
'Interpersonal' skills ('personal')	2	1	3	5%
'Communication'	1	7	8	12%
Foreign 'language' skills	1	9	10	15%
'Intellectual' skills ('intellect' 'analysis' 'analyze')	0	2	2	3%
Substantive 'knowledge'	1	26	27	41%

### *Global Public Health Aggregate Model*

Six global public health core competency models were identified during the literature review (Table 3) and were utilized in an aggregate for comparisons across disciplines. Similarly to the creation of the foreign affairs model, the global public health aggregate model describes highest emphasis to lowest emphasis using the proportional mention of domain descriptors. Within the global public health model, the highest percentage mention of descriptors is 'communication' skills (28%), followed by 'substantive knowledge' (24%), 'intellectual' skills (15%), 'managerial' and 'interpersonal' skills (11% each), 'foreign language' skills (7%), and 'leadership' skills (4%). This model will be used in the next section to compare across disciplines.

Table 3: Global Public Health Competencies and Domain Descriptors

<b>Domain Descriptors</b>	<b>Model 1: WHO Global Competency Model</b>	<b>Model 2: APPHA Global Health - Masters</b>	<b>Model 3: APPHA Global Health - Doctorate</b>	<b>Model 4: CDC FETP Competencies</b>	<b>Model 5: CDC Global Health Competencies</b>	<b>Model 6: FDA Competency Definitions</b>	<b>Aggregate Global Public Health Model</b>	<b>Proportion of descriptor %</b>
'Communication'	4	2	13	3	3	17	42	28%
Substantive 'knowledge'	5	1	1	0	8	21	36	24%
'Intellectual' skills ('intellect' 'analysis' 'analyze')	0	12	3	1	0	6	22	15%
'Managerial' skills ('manage')	4	1	2	4	2	3	16	11%

'Interpersonal' skills ('personal')	5	1	1	1	0	8	16	11%
Foreign 'language' skills	0	0	0	0	1	10	11	7%
'Leadership' skills	2	0	1	1	0	2	6	4%
<b>Total</b>							<b>149</b>	<b>100%</b>

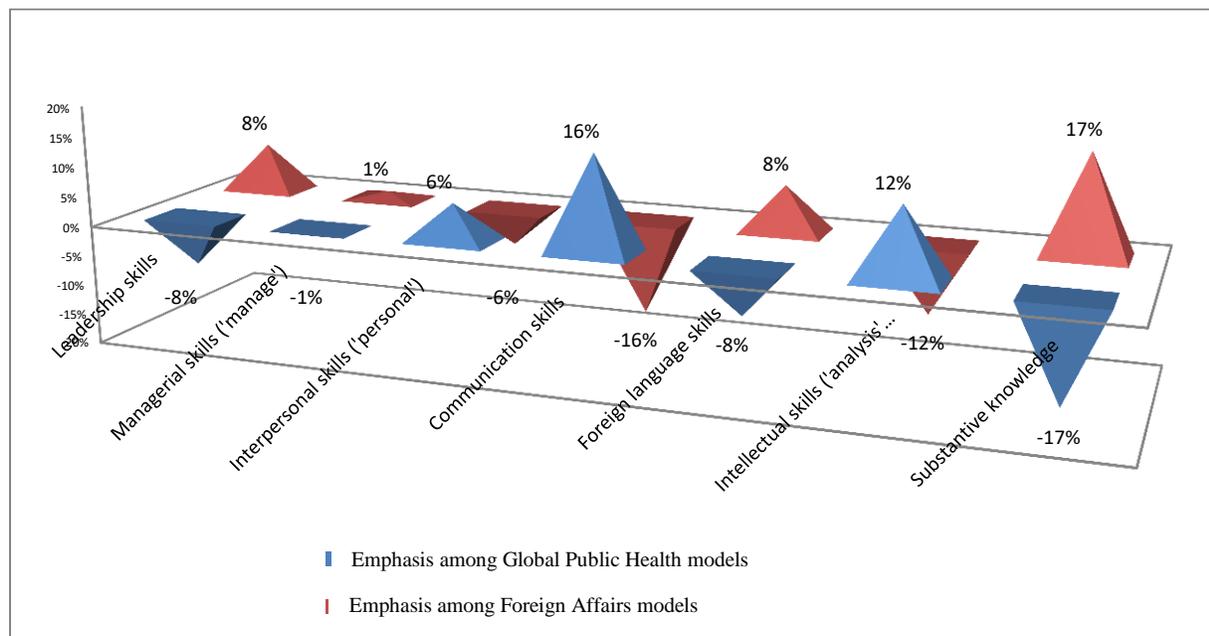
Comparing the foreign affairs and global public health aggregate competency models, we found that the highest degree of overlap was for 'substantive knowledge' (41% and 28% respectively), followed by communication skills (12% and 28% respectively), and managerial skills (12% and 11% respectively) (Table 4).

Table 4: Comparison of Domains between Foreign Affairs and Global Public Health Competency Models

<b>Competency Domains</b>	<b>Foreign Affairs Institutions (%)</b>	<b>Global Public Health Institutions (%)</b>	<b>Difference Between Public Health and Foreign Affairs (percentage points)</b>
<i>Leadership skills</i>	12%	4%	8
<i>Managerial skills ('manage')</i>	12%	11%	1
<i>Interpersonal skills ('personal')</i>	5%	11%	6
<i>Communication skills</i>	12%	28%	16
<i>Foreign language skills</i>	15%	7%	8
<i>Intellectual skills ('analysis' 'analyze')</i>	3%	15%	12
<i>Substantive knowledge</i>	41%	24%	17
<b>Totals</b>	100%	100%	

The differences between emphasis among foreign affairs and global public health training competency models can be best visualized graphically (Figure 3). Global public health places a greater emphasis on 'communications' and 'intellectual skills.' And foreign affairs conversely place much greater emphasis on 'leadership,' 'foreign language,' and 'substantive knowledge' of U.S. foreign policy. Whereby, both competency models have similar attention to managerial skills. This visualization illustrates in Figure 3, to be more effective in crossing disciplines from global public health to foreign affairs, or vice versa, these are the areas of greatest divergence, and can thus serve as a map to enhance training in both global public health and foreign affairs professionals.

Figure 3. Global Public Health and Foreign Affairs Competency Comparison



### Global Health Diplomacy Core Competency Model

The final competency model for GHD presents the interdisciplinary emphasis needed to address training gaps in public health (Table 5). The GHD model is not designed to be employed as a stand-alone model, but, rather, it can inform existing training programs of professionals in both fields. Like any core competency model, this model needs to be piloted by existing and new training programs, tested, refined, measured, and validated by institutions and organizations that conduct training within these respective fields, so standardized approaches to GHD training may be identified, refined, and implemented, targeting global health action within each stratum of GHD.

By identifying and comparing areas of greatest emphasis within each respective field, we also identified the greatest gaps that must be addressed for each discipline. This mapping suggests needed enhancements to core competencies used to train professionals in both global public health and foreign affairs institutions. The suggested set of core competencies in Table 5 should be used to enhance the practice of GHD as derived from the models included in the comparison analysis, listed in Annex A (Foreign Affairs Models) and B (Global Public Health Models). These competencies should be used to enhance training of any institution engaged in global health for more effective global health action.

Table 5: Global Health Diplomacy Competencies:

<b>For global public health professionals to be successful in a foreign affairs context:</b>	
1. Substantial Knowledge and Skills	Knowledge of foreign policy objectives at the entry level, using professional standards to improve foreign affairs programs at mid-level, and raising the level of performance of foreign affairs

	<i>organization at senior level<sup>15</sup></i>
2. Leadership Skills	<i>Identifies problems and proposes creative and realistic solutions; seeks to improve job and organization performance at entry level; at the mid-level develops innovative technical solutions to make process/organizational improvements and policy adjustments; engages staff in developing effective solutions; at the senior level creates organization-wide innovations; takes a long-term view and acts as a catalyst for constructive change; anticipates and prepares for future.<sup>15</sup></i>
3. Foreign Language Skills	<i>Uses foreign language skills to enhance job performance, and better serve customers at entry level; at the mid-level uses skill to effectively communicate, work, and exercise influence, or to improve relationships with local community to better serve customers; at the senior level uses skill to promote U.S. interests with a wide range of audiences, including the media.<sup>15</sup></i>
<b>For foreign affairs professionals to be successful working with global health issues:</b>	
1. Health Communication Skills	<i>Develop written public health communications, and develop and deliver oral public health communications;<sup>33,35</sup> Integrate health literacy concepts in all communication and marketing initiatives; develop formative and outcome evaluation plans for communication and marketing efforts; prepare dissemination plans for communication programs and evaluations;<sup>30</sup></i>
2. Public Health Analysis Skills	<i>Evaluate and prioritize the importance of diseases or conditions of national public health concern (including scientific data, regulatory information, inspectional observations and other data regarding animals, drugs, food ingredients, and medical devices);<sup>31,35</sup> Identify the relationships among patterns of morbidity, mortality, and disability of a specified community, country, or region;<sup>28</sup> Analyze epidemiologic data using appropriate statistical methods;<sup>31</sup> Interpret quantitative and qualitative data following current scientific standards; synthesize health information from multiple sources for research and practice.<sup>30</sup> Presents information in a clear and concise manner orally and in writing to ensure others understand his/her ideas; and appropriately adapts his/her message, style, and tone to accommodate a variety of audiences.<sup>35</sup></i>
3. Interpersonal and Ethical Knowledge and Skills	<i>Understand the sensitive nature of cultural, political, and policy differences and their impact in the design and implementation of public health programs, and demonstrate knowledge of Human Research Subjects protocols and local Institutional Review Board (IRB) requirements<sup>33</sup></i>

## DISCUSSION

This is the first study to identify the training necessary for global public health and foreign affairs professional actors to enhance effectiveness when practicing in GHD. Addressing this necessity will improve the response to global health challenges, including epidemic response and developmental challenges. We have illustrated needs in the practice of *core*, *multi-stakeholder*, and *informal* GHD. This analysis will help align and guide recruitment and training of professionals in each field, enhance educational approaches across institutions, and help measure progress in professional development over time.<sup>1,13</sup>

As illustrated during the Ebola outbreak in West Africa, diseases can rapidly threaten global populations and destabilize local governments, necessitating countries, multi-national institutions, and non-governmental organizations to mobilize enormous resources to tackle shared global public health threats. This activity increasingly relies on the emerging field of GHD to inform more effective public health actions where foreign policy, security, and public health goals intersect. As complex diseases transcend borders, a model for GHD becomes increasingly important to inform and guide foreign affairs and public health professionals working together.

With the mobility of populations due to economic forces and conflict, the world is more interconnected than ever before. In addition, there are now billions of dollars in foreign assistance for both global health development initiatives and public health emergency response. These elements create a perfect storm for complex political and health challenges which affect billions of people. More than ever before, global health and foreign affairs professionals need to work together in concert to tackle these complex problems and use increasingly scarce global health resources more effectively.

Our comparative analysis illustrates that each discipline's competency model has elements to support the practice of GHD and help bridge the fields of foreign affairs and global health. However, there are gaps in both disciplinary models. Global public health training normally does not include skills in leadership, foreign language, or foreign policy. On the other hand, foreign affairs competency models used to prepare diplomats in the U.S. Foreign Service, may not include skills in health communication, public health analysis, and health ethics. In order to increase effectiveness of multi-level global health cooperation across public health and foreign affairs professions, a core GHD competency model that incorporates the strengths of each field will better prepare any professional to effectively address GHD challenges.

Global public health institutions may utilize these GHD competences to enhance recruitment, retention, and accreditation so professionals charged with global health responses may acquire additional knowledge, experience, and abilities related to foreign policy. Our analysis emphasizes that these are the areas of least attention among global public health training programs, but are areas of greatest emphasis among foreign affairs training. At the same time, foreign affairs institutions may use these GHD competencies to enhance training of foreign affairs professionals, so they receive additional knowledge, skills, and abilities related to health communications, literacy and marketing, public health analysis of quantitative and qualitative data, and synthesizing information for research and practice, as well as ethical knowledge related to population health.

One example of cross-field competence is represented in the President's Emergency Plan for AIDS Relief (PEPFAR), the largest public health initiative in history targeting a single disease by a single government. PEPFAR is implemented by public health agencies, but it is managed and led at the U.S. Department of State through diplomatic missions. It is directed by an ambassadorial level appointee, the Global AIDS Coordinator, within the U.S. Foreign Service.<sup>38</sup> Ambassadors who have PEPFAR in their respective missions are responsible for the implementation of PEPFAR, requiring competencies in both global public health and foreign affairs to be effective.

We have also identified a lack of rigorous definitions in the emerging field of GHD, thus limiting the application of pedagogical standards across institutions.<sup>12</sup> As a result, GHD education is often structured as survey courses for lay and health

professionals alike, and often only focusing on the knowledge of global public health principles, concepts, and programs.<sup>19</sup> While short courses that focus on knowledge play an important role in continuing education, without competency models to guide training specific to GHD, the knowledge, skills, and behaviors necessary to carry out and evaluate GHD are not well-defined. Competency models are needed to inform more effective practice of GHD.<sup>12,39,40</sup>

Professionalism and tradecraft -- the skills gained through experience in a trade, especially codified in the practice of diplomacy, has not been sufficiently described in the global public health literature. Perhaps this is due to the fact that global public health is by nature multidisciplinary, drawing from many fields of practice. The analysis presented, identifying dearth in both fields, is a starting point to help inform more effective models of practice for the tradecraft of GHD, which will need to draw on the knowledge, skills, and behaviors from both fields.

There are several limitations to the analysis we performed. First, foreign affairs and global public health core competency models were designed to support different professional fields, objectives, and institutions. By extension, each field has different and distinct workforces. However, as illustrated in this study, there is an increasing need to bolster competence for both global public health and foreign affairs professionals to work together to be effective. Public health experts need to understand foreign policy organizations, objectives, and have skills employed by diplomats, and diplomats must be able to understand and manage global public health threats that impact national security and population health. Thus, both fields must draw on foreign affairs and public health competencies to train and prepare their respective workforces. Our GHD competency model provides an initial guide to bolster the development of interdisciplinary knowledge, skills, and practice in GHD.

An additional limitation is the comparison of aggregate models for foreign affairs and global public health. While foreign affairs competencies characterize the training of Foreign Service Officers serving at U.S. Consulates, Embassies and Missions abroad, the six global public health competencies we identified are derived from four different institutions, all with different mandates, workforces, and constituencies. Each focus on different aspects of public health practice: academic training (ASPPH), regulatory function (FDA), and public health policy and global governance (WHO), and applied public health fieldwork (CDC). Foreign affairs competency models are stratified according to entry, mid-, and senior levels. None of the global public health competency models take this approach. However, all models in this analysis had published definitions sufficient for content analysis between these two fields. It is important to reiterate that the core competency model for GHD is not a standalone model for practice, but rather is designed to enhance the existing models from both foreign affairs and global public health training.

The foreign affairs competency domains were employed as a baseline for both disciplines and compared across the aggregates competency models by counting the occurrence of domain descriptors. This method is only a surrogate measure for association between these two disciplines. However, counting methodology, applied consistently, does yields a measure of association between these two fields. The word counts do not take into account that the two fields employ slightly different lexicons and may use words differently. However, only including competency models with

descriptions assured the content analysis was using the terms in a similar manner, and is sufficient to illustrate a relative emphasis of each competency within each field.

Lastly, by design, focusing only on published and publically available foreign affairs and global public health competency models, the search parameters severely limited the number of models included in this analysis. Since global public health draws from many disciplines, there are other areas of practice in global public health that were not included and thus not evaluated, but may have direct application to the practice of GHD. For example, the only ethical component of the draft GHD competency model relates to research ethics (Institutional Review Board procedures to ensure the ethical conduct of researchers and the protection of rights for the research subjects). A health diplomat may need additional competencies in population health ethics when evaluating vaccine programs rather than clinical research studies. Thus, additional research and analysis is needed to incorporate competencies for the application of research and ethical practice of GHD.

Nevertheless, the search parameters for this study included sufficient information to illustrate major similarities and differences between the two separate but now intimately related fields of global health and foreign affairs.

## **CONCLUSION**

Evaluation of training programs is needed to refine the GHD competencies and pedagogical approaches that may be used in global health and diplomatic education. Competency-based training offers professionals engaged in GHD a better sense of what is necessary for collaboration, strategic thinking, and skill development needed to accomplish both global health and foreign policy goals in multi-level negotiations.

Foreign affairs institutions charged with training diplomats need to emphasize additional knowledge, skills, and abilities in health communication, analysis, and public health ethics to be able to more effectively support global health. Similarly, global public health institutions charged with training health professionals need additional knowledge, skills, and abilities in leadership, foreign languages, and foreign policy goals, objectives, and strategies.

We have illustrated complementary competencies, drawn from the field of global public health and foreign affairs, which will help improve the practice of GHD for any institution engaged in addressing global health issues and challenges. The GHD model presented in this study is not meant to be used in isolation, but rather as guidance in designing appropriate training curricula of respective professionals in both fields, to increase effectiveness for global health action, especially critical during a public health crisis or emergency, or designing complex global health partnerships with actors at all levels needed for effective global health action. Given the lessons currently being gleaned from the Ebola epidemic, there is continual need to expand the study of GHD and the pedagogy needed to support the development of future practitioners.

**Julie N. Bergmann**, MHS, PhD, University of California, San Diego, School of Medicine, Division of Global Public Health

**Matthew Brown**, PhD, MPS, Director, National Cancer Institute, China Office, National Institutes of Health

**Quentin Eichbaum**, MD, PhD, MPH, MFA, MMHC, FCAP, FASCP, Associate Professor of Pathology, Microbiology and Immunology, Vanderbilt University School of Medicine

**Timothy K. Mackey**, MAS, PhD, Assistant Professor, UC San Diego - School of Medicine, Department of Anesthesiology and Division of Global Public Health

**Lotus McDougal**, PhD MPH, Postdoctoral Scholar, Center on Gender Equity and Health, Division of Global Public Health, University of California, San Diego

**Thomas Novotny**, MD, MPH, DSc (Hon) , Division of Epidemiology and Biostatistics, Professor and Associate Director for Border and Global Health, San Diego State University

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MB conceived of project, drafted manuscript, conducted the analyses, and drafted all figures and tables, JB and LM assisted with the data analysis and manuscript, TM, QE, and TN assisted with the manuscript and conceptualization.

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## Foreign Affairs Competency Models:

### Appendix A:



### Foreign Service Officer Qualifications - 13 DIMENSIONS<sup>36</sup>

What **qualities** do we seek in FSO candidates? The successful candidate will demonstrate the following dimensions that reflect the skills, abilities, and personal qualities deemed essential to the work of the Foreign Service:

1. **Composure.** To stay calm, poised, and effective in stressful or difficult situations; to think on one's feet, adjusting quickly to changing situations; to maintain self-control.
2. **Cultural Adaptability.** To work and communicate effectively and harmoniously with persons of other cultures, value systems, political beliefs, and economic circumstances; to recognize and respect differences in new and different cultural environments.
3. **Experience and Motivation.** To demonstrate knowledge, skills or other attributes gained from previous experience of relevance to the Foreign Service; to articulate appropriate motivation for joining the Foreign Service.
4. **Information Integration and Analysis.** To absorb and retain complex information drawn from a variety of sources; to draw reasoned conclusions from analysis and synthesis of available information; to evaluate the importance, reliability, and usefulness of information; to remember details of a meeting or event without the benefit of notes.
5. **Initiative and Leadership.** To recognize and assume responsibility for work that needs to be done; to persist in the completion of a task; to influence significantly a group's activity, direction, or opinion; to motivate others to participate in the activity one is leading.
6. **Judgment.** To discern what is appropriate, practical, and realistic in a given situation; to weigh relative merits of competing demands.
7. **Objectivity and Integrity.** To be fair and honest; to avoid deceit, favoritism, and discrimination; to present issues frankly and fully, without injecting subjective bias; to work without letting personal bias prejudice actions.
8. **Oral Communication.** To speak fluently in a concise, grammatically correct, organized, precise, and persuasive manner; to convey nuances of meaning accurately; to use appropriate styles of communication to fit the audience and purpose.

9. **Planning and Organizing.** To prioritize and order tasks effectively, to employ a systematic approach to achieving objectives, to make appropriate use of limited resources.
10. **Quantitative Analysis.** To identify, compile, analyze, and draw correct conclusions from pertinent data; to recognize patterns or trends in numerical data; to perform simple mathematical operations.
11. **Resourcefulness.** To formulate creative alternatives or solutions to resolve problems, to show flexibility in response to unanticipated circumstances.
12. **Working With Others.** To interact in a constructive, cooperative, and harmonious manner; to work effectively as a team player; to establish positive relationships and gain the confidence of others; to use humor as appropriate.
13. **Written Communication.** To write concise, well organized, grammatically correct, effective and persuasive English in a limited amount of time.

Please note that we require no specific education level, academic major, or proficiency in a foreign language for appointment as a Foreign Service Officer.

## Annex B: DECISION CRITERIA FOR TENURE AND PROMOTION IN THE FOREIGN SERVICE (3 FAH-1 EXHIBIT H-2321.1B)<sup>36</sup>

### Leadership Skills

Entry-Level	Mid-Level	Senior-Level
<b>Innovation</b>		
Takes initiative to go beyond assigned tasks; identifies problems and proposes creative <b>and realistic</b> solutions; seeks to improve job and organization performance.	Develops insights into situations and applies them in the workplace; devises innovative solutions, <b>including technical solutions</b> , to make <b>process</b> /organizational improvements and policy adjustments; engages staff in process of developing new and effective solutions.	Creates an organization-wide environment which encourages innovation; takes a long-term view and acts as a catalyst for constructive change; conceives and institutes organization-wide policy and program initiatives; anticipates and prepares for <b>the future</b> .
<b>Decision Making and Judgment</b>		
Identifies issues ( <b>including safety and security concerns</b> ) within context of own job which require decisions or other action; arrives at recommendations in a logical, orderly manner; acts confidently and decisively within own purview, consulting others as appropriate; is sensitive to needs and opinions of others. Displays good judgment by discerning what is appropriate, practical, realistic, <b>and allowable</b> in the performance of official duties.	Makes reasoned, effective, and timely decisions after considering all relevant factors and options, even when data are limited or conflicting or will produce unpleasant consequences; implements decisions and evaluates their impact and implications, making adjustments as needed. Determines whether and how to make decisions or take action without senior-level review displaying good judgment in making those decisions.	Integrates policy and administrative factors into problem solving and decision making in a manner enhancing the entire organization; actively works to achieve Department's goals and objectives; encourages staff to accept responsibility. Demonstrates good judgment in all decisions.
<b>Team Building</b>		
Applies what he/she learns about team building to be an effective <b>member of an office or team</b> . Is open to views of others; works in collaborative, inclusive, outcome-oriented manner with U.S. and foreign colleagues; accepts team consensus.	Is an effective team <b>or group leader, or supervisor</b> who creates an environment that facilitates full participation and an open exchange of ideas; fosters cooperation and collaboration among U.S. and foreign colleagues; motivates and guides team <b>or group</b> members toward a common goal. Actively develops the skills of subordinates, <b>or colleagues</b> , counsels them, and makes optimum use of their talents.	Is an effective team motivator and leader, who inspires staff to participate and contribute; encourages and develops a sense of pride and cohesiveness among staff; resolves work-related problems by mobilizing team skills and resources; develops and implements strategies to improve the workplace, morale, skills and achievements of team members and the effectiveness of the overall organization.
<b>Openness to Dissent</b>		
Demonstrates the intellectual integrity to speak openly within channels and a willingness to risk criticism in order to voice sensible dissent. Publicly supports official decisions <b>while using appropriate dissent channels in case of disagreement</b> .	<b>Encourages frank communication with colleagues and subordinates</b> . Discerns when well-founded dissent is justified; engages in constructive advocacy of policy alternatives; guides staff to do the same.	Accords importance to well-founded dissent and solicits and defends its appropriate expression.
<b>Community Service and Institution Building</b>		
Participates actively in outreach or "community service" activities that contribute to employee welfare. For example, volunteers for Post or Department programs, initiatives, ceremonies, special events, blood and fund drives, and other activities.	<b>Participates actively in institution building activities that strengthen a post, professional group, or office as an organization. Recognizes importance of and participates in performance evaluation, training, and resource allocation activities, e.g., serves on Selection Boards, post EER Review Panel, or Housing Board, -- and counsels/mentors colleagues, as appropriate.</b>	Participates actively in "institution building" activities that strengthen the Department as an organization, <b>or improves the efficiency and morale of a professional skill group, cone, or functional bureau</b> . For example, recruits for the Department; serves as Diplomat-in-Residence or on the Board of Examiners; works on the Selection Boards; participates in Department mentoring program.

### Managerial Skills

Entry-Level	Mid-Level	Senior-Level
<b>Operational Effectiveness</b>		
Plans, organizes, and directs operations and <b>strategizes</b> within areas of responsibility; <b>ensures own projects meet customer requirements and are completed on schedule and within budget and scope</b> ; accepts supervision and guidance, and supports the projects of others; provides feedback to supervisors. Demonstrates commitment and/or moral courage by making difficult choices, working with a sense of purpose, and caring about the results.	Completes projects and produces results in most effective manner while balancing the department's goals and objectives and constraints of time and resources; critically analyzes the organization's strengths and weaknesses, and takes appropriate action.	Establishes effective procedures and controls to manage the work activities of subordinates; encourages, develops and rewards efforts of staff to enhance their effectiveness, including their ability to contribute to the achievement of the Department's goals and objectives; foresees challenges to, and opportunities for, the organization and takes steps in advance to deal with them.
<b>Directing and Developing Performance</b>		
Participates in preparation of work requirements for self and works with staff in preparing their work requirements; develops plans to accomplish work requirements; gives staff both formal and informal feedback on performance and potential; completes employee evaluations in accordance with standards and deadlines. <b>Encourages and supports open communication with staff and colleagues.</b>	Establishes and clearly communicates broad performance expectations for unit; manages staff effectively to meet those performance expectations; monitors plans to accomplish work requirements; delegates appropriately; creates a productive work environment in which employees' contributions are valued and encouraged; works to prevent and resolve personnel problems in a timely manner; ensures that the evaluation process is properly conducted and that counseling occurs throughout the rating year; effectively selects, trains, develops and supervises employees; ensures that staff is appropriately utilized, appraised, and rewarded; develops these same skills in others.	Establishes and clearly communicates organization-wide performance expectations in accordance with the Department's goals and objectives; inspires a high level of performance in staff; ensures the professional development and mentoring of staff; oversees possible improvements in human resource processes; ensures that the evaluation and counseling process is conducted effectively and in accordance with standards and deadlines.
<b>Management of Resources</b>		
Utilizes internal controls to protect the integrity of the organization and prevent waste, fraud, and mismanagement, reporting any instances where such problems occur; uses material and financial resources prudently; strives to produce highest return with lowest cost. <b>Complies with responsibilities regarding resource reporting.</b>	Ensures <b>effectiveness of internal controls</b> ; allocates resources efficiently, equitably, and in conformity with policy and regulatory guidelines; makes every effort to ensure that employees have the tools needed to work effectively.	Evaluates adequacy of internal controls and ensures implementation of improvements as warranted; holds managers accountable for the consequences of their resource policy decisions; seeks resource adjustments as needed.
<b>Customer Service</b>		
<b>Interacts professionally, courteously and competently with all customers; demonstrates technical proficiency and ability to explain technical information in responding to customers, colleagues and superiors.</b>	Balances competing and sometimes conflicting interests of a variety of customers <b>and adjusts priorities as necessary to respond to customer concerns</b> ; anticipates and responds appropriately to customer needs. <b>Uses available and appropriate technology to meet customer service goals.</b>	At the organization level, encourages customer-oriented focus; maintains or improves services organization-wide. <b>Uses sophisticated understanding to resolve complex problems and meet customer expectations. Promotes own and staff's full utilization of professional and technical skills and technology to achieve bureau/mission customer service goals.</b>
<b>Support for Equal Employment Opportunity and Merit Principles</b>		
Takes diversity training and applies its principles to the workplace; treats all individuals with respect and without regard to race, color, gender, religion, national origin, age, disability, marital status, or sexual orientation; acts in compliance with USG and Department EEO policies.	Manages diversity by recruiting diverse staff at all levels and ensuring staff diversity training and awareness. Promotes diversity awareness through training; ensures, by example and instruction, and verifies, through monitoring and follow-up, that all employees are treated with fairness and respect; applies EEO and merit principles consistently; identifies and addresses situations giving rise to complaints and grievances based on issues of fairness in the workplace	Fosters an organization-wide environment in which diversity is valued and respected; encourages the organization to realize the full potential of a diverse staff; provides personal leadership and vigorous support for EEO, merit principles, and fair employment practices; recognizes that diversity within the workplace is a strategic advantage and acts accordingly.

<b>Security and Safety, including Management of Sensitive and Classified Material, Information and Infrastructure</b>		
Practices good personal, information, and physical security. Takes full responsibility for <b>properly</b> handling and safeguarding sensitive and classified material, information, and infrastructure. Has knowledge of security threats, responsibilities, procedures, regulations and issues. <b>Properly handles and accounts for dangerous equipment. Reports or addresses possible safety or security hazards or unsafe practices.</b>	Encourages the practice of good personal, information, and physical security measures and serves as a model for others. Ensures that effective procedures are in place to protect sensitive and classified material, information and infrastructure and that established security regulations are being followed. <b>Assigns appropriate priority to addressing health, safety or security hazards.</b>	Promotes the practice of good personal, information, and physical security measures by employees. Promotes security consciousness on an organization-wide basis; evaluates and monitors procedures to safeguard sensitive and classified material, information, and infrastructure and ensures that necessary changes are made if current procedures are inadequate; holds managers accountable for the consequences of their security policy decisions.
<b>Crisis Management Skills</b>		
Possesses <b>or seeks to possess</b> appropriate knowledge of short-term (emergency) management and long-term (business continuity) management responses to crises, incidents or other serious situations and when appropriate anticipates in the development of plans to respond to such incidents.	Performs crisis management for the area of responsibility, including the development of preventative (risk management) plans, and develops <b>among the staff</b> awareness and skill in crisis management.	Performs crisis management and risk management for the entire organizational unit; sets the tone for the importance of crisis management for the unit; and seeks to reduce the need for crisis management if possible.
<b>Interpersonal Skills</b>		
<b>Entry-Level</b>	<b>Mid-Level</b>	<b>Senior-Level</b>
<b>Professional Standards</b>		
Holds self-accountable for rules and responsibilities; is dependable and conscientious; is composed, professional, and productive, even in difficult conditions. Treats all with respect. <b>Is aware of and seeks to report instances or events that could create or result in a hostile work environment.</b>	Holds others accountable for rules and responsibilities; consistently maintains equanimity and a professional demeanor; maintains own motivation and encourages others to persevere in difficult circumstances. <b>Manages subordinates in a manner that clearly and consistently demonstrates respect.</b>	Sets the standard for integrity and workplace behavior by example and instruction; does not lose composure under stress or in crisis; fosters a climate based on mutual respect and trust.
<b>Persuasion and Negotiation</b>		
Learns to influence others; gains cooperation while showing, in the spirit of mutual respect, understanding of other positions; <b>applies these skills in both technical and nontechnical settings, as appropriate.</b>	Influences others deftly; fosters understanding of USG/Department views and positions and/or procedures and requirements; develops <b>mutually-beneficial working relationships</b> with others; finds common ground among disparate forces and builds consensus; facilitates win-win situations. <b>Negotiates effectively with host country or with federal, state and local counterparts as appropriate.</b>	Negotiates effectively on a wide range of issues in internal, bilateral, and multilateral environments <b>(to include interagency issues)</b> ; manages and resolves major conflicts and disagreements in an interest-based manner; manifests a faculty for astute compromise without sacrificing ultimate goals.
<b>Workplace Perceptiveness</b>		
Demonstrates sensitivity in both domestic and foreign environments to status, protocol, <b>interagency relationships</b> , and chain of command; responds considerately to the needs, feelings, and capabilities of others; shows respect for cultural differences <b>or different missions of agencies or counterparts.</b>	Understands and deals effectively with relationships and aspirations; anticipates how others will react; frames own responses to achieve results.	Navigates easily in an environment of shifting relationships; anticipates socially sensitive issues and potential conflicts of interest and takes appropriate action.
<b>Adaptability</b>		

<p>Adapts behavior and work methods as needed in response to new information, changing conditions, preferences of other people, or unexpected obstacles; and displays sensitivity to cultural differences.</p>	<p><b>Champions necessary change.</b> Guides staff in adjusting to change; models and reinforces flexibility in the staff; manages risk and uncertainty; seeks to reduce any negative impact of change on the organization; and maintains own standards and identity despite change.</p>	<p>Anticipates the need for change; weighs risks; creates proactive plans to deal with change that reduces any negative impact on the unit; uses change to improve the effectiveness of the unit and its members; and exercises sophisticated cultural sensitivity in all circumstances.</p>
<p><b>Relationship Building and Representational Skills</b></p>		
<p>Establishes and maintains purposeful and productive relationships with domestic, <b>interagency or</b> foreign contacts, <b>clients and counterparts</b>, interacts effectively in official and social encounters. <b>If required by the position</b>, attends <b>uses and/or</b> hosts representational events to promote relationships and understanding with host country, <b>state, or local officials as appropriate.</b></p>	<p>Identifies and cultivates professional relationships with key <b>counterparts and institutions</b>; advances USG interests through hosting and attending representational events.</p>	<p>Moves with ease at all social settings and levels; cultivates professional relationships with audiences important to U. S. interests; hosts <b>(when appropriate)</b> representational events at most senior levels of society.</p>

**Communication and Foreign Language Skills**

Entry-Level	Mid-Level	Senior-Level
<p><b>Written Communication</b></p>		
<p>Writes succinctly; produces written materials that are thorough; conveys analysis that highlights essential points and clearly explains essence of subject to the intended audience -- whether mission management or senior Department official. <b>Prepares written technical information appropriate to the audience or individual's frame of reference and uses analogy and other appropriate techniques to ensure understanding.</b></p>	<p>Writes clearly and persuasively; ensures that policy and operational issues are articulated in ways most helpful to the intended audience; assists staff to develop effective writing skills.</p>	<p>Exhibits full mastery of written communication; shows sophisticated ability to analyze, synthesize, and advocate in a timely manner; edits others' texts judiciously.</p>
<p><b>Oral Communication</b></p>		
<p>Speaks in a concise, effective, and organized manner, tailored to the audience and the situation; speaks convincingly in groups and in individual discussion. <b>Communicates and explains technical information through use of analogy and other techniques to ensure understanding by the individual or audience.</b></p>	<p>Speaks authoritatively to all audiences, demonstrating comprehensive understanding of issues and options; articulates policy goals persuasively; fosters an atmosphere of open communication and exchange of ideas.</p>	<p>Effectively argues complex policy issues; deals comfortably with the most senior levels of government and society.</p>
<p><b>Active Listening</b></p>		
<p>Listens attentively; understands and <b>comprehends</b> others' messages; correctly reads nonverbal signals; summarizes others' views accurately and confirms accuracy of understanding; considers and responds respectfully and appropriately. <b>Recognizes situations when use of active listening is critical (i.e., engaging customers on technical-related issues they do not understand.)</b></p>	<p>Instills trust in others which motivates them to speak openly and candidly; understands and respects cultural sensitivities and constraints in discussing issues and opinions; asks open-ended, incisive questions to ensure accuracy of understanding.</p>	<p>Adeptly discerns the meanings and nuances of messages that others convey.</p>
<p><b>Public Outreach</b></p>		

<p>Develops public speaking and writing skills by seeking appropriate opportunities <b>and forums (including professional associations)</b> to present U. S. views and perspectives.</p>	<p>Seizes and creates opportunities to advocate U.S. <b>or agency</b> perspective to a variety of audiences. Actively develops the skills of subordinates.</p>	<p>Deals comfortably with the media; is active and effective in public diplomacy, both in the U.S. and overseas. Contributes to and implements strategies to encourage a fair hearing for U.S. <b>or agency</b> views and perspectives</p>
<p><b>Foreign Language Skill (Generalists; Specialists as applicable)</b></p>		
<p>Meets <b>appropriate</b> language probation requirements; uses foreign language skills to enhance job performance <b>and better serve customers</b>; seeks to improve foreign language skills.</p>	<p><b>Actively builds foreign language skills to meet Career Development (CDP) requirements</b>, strives to acquire advanced level proficiency and/or general professional proficiency in additional languages; uses that skill effectively to communicate USG themes and exercise influence, <b>or to improve relationships with local community to better serve customers and promote USG programs</b>, works to increase foreign language ability.</p>	<p>Maintains and/or further develops proficiency in foreign language(s); uses skill to promote U.S. interests with a wide range of audiences, including the media.</p>

### Intellectual Skills

Entry-Level	Mid-Level	Senior-Level
<b>Information Gathering and Analysis</b>		
Locates, <b>determines reliability of, and evaluates key information and quickly assimilates it</b> ; reorganizes information logically to maximize its practical utility and identify key underlying factors; recognizes when additional information is required and responds accordingly; considers a variety of sources, cross-checking when appropriate.	Has a sophisticated understanding of sources and their reliability; knows what to report and when; accepts that it may <b>be necessary</b> to base recommendations, decisions, or actions on <b>incomplete</b> information; <b>anticipates consequences; guides and motivates staff to refine their own analytical skills to include developing a sophisticated understanding of the body of professional knowledge applicable to the job.</b>	Integrates fully a wide range of information and prior experiences in policy making; ensures that <b>subordinates research and</b> evaluate information before making recommendations and decisions; recognizes situations in which information and analysis are incomplete, and responds wisely; accepts accountability for self and insists on it for staff.
<b>Critical Thinking</b>		
Identifies key information, central issues, and common themes; identifies the strengths and weaknesses of various approaches; outlines realistic options; distinguishes fact from opinion and relevant from irrelevant information.	Isolates key points, central issues, and common themes in a mass of complex information or procedures; <b>determines</b> the best solution or action from a range of options; <b>objectively analyzes problems and judges people.</b>	<b>Clearly</b> analyzes and defines complex policy issues, in terms which permit them to be dealt with in a practical way; encourages staff to analyze situations and propose options, giving constructive and instructive feedback; correctly senses when it is appropriate to take risks, and does so.
<b>Professional Development, including Active Learning</b>		
Seeks out new job-related knowledge and readily grasps its implications for the workplace; seeks informal feedback and learns from mistakes; recognizes own strengths and weaknesses and pursues self-development. <b>Is frank about own areas of insufficient knowledge. Maintains current certifications as appropriate.</b>	Develops own knowledge through broadening experiences, whether work- related, academic studies, or other type of professional development; applies the principles learned on the job and encourages and supports professional development among subordinates <b>and colleagues</b> ; provides informal feedback to colleagues and seeks feedback on own performance.	Anticipates the need for new information or knowledge for self and others; identifies sources of new information; communicates these sources to staff and facilitates access; actively promotes professional development at the organizational unit level; applies principles to foster organizational improvements, and promotes a workplace supportive of continuous professional development.
<b>Leadership and Management Training</b>		
Learns basic principles of effective leadership and management. Pursues formal and informal training opportunities.	Uses training opportunities to improve personal leadership and management skills and to keep abreast of current theory and techniques. Applies the principles learned at FSI and other relevant courses on the job; e.g., by developing subordinates. <b>Promotes training that benefits the organization or develops employee skills even if it does not immediately benefit post or office.</b>	Actively promotes leadership and management training at the organizational unit level; applies principles of leadership and management training to foster organizational improvements.

### Substantive Knowledge

Entry-Level	Mid-Level	Senior-Level
<b>Job Information</b>		

<p>Develops and applies <b>body of professional</b> knowledge needed in current assignment; learns factors which impact work; understands how job relates to organizational goals and U.S. policy objectives. Uses FSI and other training to improve individual job performance. <b>Applies accumulated professional and/or technical knowledge to current assignment.</b></p>	<p>Has broad knowledge of job- related processes and practices; remains current on <b>professional standards</b>, policies, programs, and trends that affect the organization; analyzes the interplay of forces influencing the achievement of policy and program objectives and makes reasonable recommendations. Uses <b>professional knowledge</b>, training and other means to <b>effectively monitor and improve programs and operations</b>. Supports continuous learning of employees through both training and work opportunities.</p>	<p>Integrates thorough knowledge of issues arising in job to formulate and implement policies and programs; monitors internal and external sources for information and ideas; uses job knowledge to shape outcomes. Utilizes FSI training to raise level of organizational unit performance. Creates an environment and strategies to support professional development both through training and work opportunities.</p>
<b>Institutional Knowledge</b>		
<p>Understands the roles and authorities of both the Department and other USG agencies and how they affect the Department <b>of State</b>. Applies that knowledge and the institutional realities it imposes to develop interagency cooperation <b>in getting tasks accomplished and providing effective customer service</b>.</p>	<p>Proactively applies knowledge of other USG Agencies and institutional realities, <b>or field of expertise</b>, to <b>effectively advance</b> State Department goals; operates on an equal footing with officials in other bureaus, foreign governments, business communities, academia, and media; develops these same skills in subordinates.</p>	<p>Uses sophisticated understanding of other USG Agencies and institutional realities to <b>effectively advance</b> USG foreign policy objectives, <b>solve complex problems or meet/manage customer expectations, and develop</b> those same skills in subordinates. Promotes interagency cooperation with a wide variety of senior USG officials to achieve the Department's foreign policy objectives.</p>
<b>Technical Skills</b>		
<p><b>Develops technical skills and makes effective use of technology in the job setting</b>; understands the impact of technology on the workplace <b>and uses it to improve business processes; uses professional body of knowledge to develop and apply best practices in the use of technology</b>.</p>	<p>Continuously enhances own and staff's understanding of work- related technical skills and technology and their applications; advances policy, <b>program, and customer service goals</b> through the use of available and appropriate technology.</p>	<p>Promotes own and staff's full utilization of <b>professional and</b> technical skills, and technology to achieve bureau/mission/<b>customer service</b> goals; devises efficient and cost-effective strategies to integrate technology into the workplace.</p>
<b>Professional Expertise</b>		
<p>Understands and applies Department of State procedures, requirements, regulations, and policies; assimilates Department of State and Foreign Service <b>culture</b>; builds knowledge of U.S. and foreign environments; uses developing expertise in work situations. <b>Uses professional expertise to offer solutions, resolve problems, and provide effective customer service</b>.</p>	<p><b>Deepens</b> understanding of the Department of State and of the Foreign Service as a profession; uses expertise to evaluate policies and programs and to advise, develop <b>and assist</b> others; <b>operates - independently</b> to further bureau/mission objectives. <b>Promotes a work environment that enhances professional development and morale</b>.</p>	<p>Combines mastery of U.S. policy objectives and <b>body of professional knowledge as well as</b> knowledge of foreign environments to advance USG goals; <b>develops Foreign Service skills and expertise of staff</b>.</p>
<b>Knowledge of Foreign Cultures</b>		
<p>Develops and demonstrates knowledge of other cultures, values, and norms <b>to include practicing effective customer service and business etiquette appropriate to the host country culture. Understands foreign or regional perspectives relevant to posting abroad or domestically</b>.</p>	<p><b>Has thorough knowledge</b> of foreign political, economic, cultural, and information environments; relates this knowledge to fulfillment of bureau/mission <b>and customer service</b> goals.</p>	<p>Uses <b>sophisticated</b> knowledge of foreign environments <b>and other cultures or norms</b> to identify and seize opportunities to advance USG goals <b>and operate effectively in local communities</b>. Develops subordinates' understanding of how best to advance U.S. interests in <b>local environments</b>.</p>

## Annex B Public Health Competency Models:

### World Health Organization Core Competency Model<sup>26</sup>

#### 1. Core Competencies

1) COMMUNICATING IN A CREDIBLE AND EFFECTIVE WAY	
Definition: Expresses oneself clearly in conversations and interactions with others; listens actively. Produces effective written communications. Ensures that information is shared.	
EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
<ol style="list-style-type: none"> <li>Speaks and writes clearly, adapting communication style and content so they are appropriate to the needs of the intended audience</li> <li>Conveys information and opinions in a structured and credible way</li> <li>Encourages others to share their views; takes time to understand and consider these views</li> <li>Ensures that messages have been heard and understood</li> <li>Keeps others informed of key and relevant issues</li> </ol>	<ol style="list-style-type: none"> <li>Does not share useful information with others</li> <li>Does little to facilitate open communication</li> <li>Interrupts or argues with others rather than listening</li> <li>Uses jargon inappropriately in interaction with others</li> <li>Lacks coherence in structure of oral and written communications; overlooks key points</li> </ol>
2) KNOWING AND MANAGING YOURSELF	
Definition: Manages ambiguity and pressure in a self-reflective way. Uses criticism as a development opportunity. Seeks opportunities for continuous learning and professional growth.	
EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
<ol style="list-style-type: none"> <li>Works productively in an environment where clear information or direction is not always available</li> <li>Remains productive when under pressure</li> <li>Stays positive in the face of challenges and recovers quickly from setbacks</li> <li>Uses constructive criticism to improve performance</li> <li>Shows willingness to learn from previous experience and mistakes, and applies lessons to improve performance</li> <li>Seeks feedback to improve skills, knowledge and performance</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates helplessness when confronted with ambiguous situations</li> <li>Demonstrates a lack of emotional control during difficult situations</li> <li>Reacts in a hostile and overly defensive way to constructive criticism</li> <li>Fails to make use of opportunities to fill knowledge and skills gaps</li> <li>Consistently demonstrates the same behavior despite being given feedback to change</li> <li>Transfers own stress or pressure to others</li> </ol>
3) PRODUCING RESULTS	
Definition: Produces and delivers quality results. Is action oriented and committed to achieving outcomes.	
EFFECTIVE BEHAVIOURS	INEFFECTIVE BEHAVIORS

<ol style="list-style-type: none"> <li>1. Demonstrates a systematic and efficient approach to work</li> <li>2. Produces high-quality results and workable solutions that meet client needs</li> <li>3. Monitors own progress against objectives and takes any corrective actions necessary</li> <li>4. Acts without being prompted and makes things happen; handles problems effectively</li> <li>5. Takes responsibility for own work</li> <li>6. Sees tasks through to completion</li> </ol>	<ol style="list-style-type: none"> <li>1. Focuses on the trivial at the expense of more important issues</li> <li>2. Provides solutions that are inappropriate or conflict with other needs.</li> <li>3. Focuses on process rather than on outcomes</li> <li>4. Delivers incomplete, incorrect or inaccurate work</li> <li>5. Fails to monitor progress towards goals; fails to respect deadlines</li> <li>6. Delays decisions and actions</li> </ol>
<b>4) MOVING FORWARD IN A CHANGING ENVIRONMENT</b>	
Definition: Is open to and proposes new approaches and ideas. Adapts and responds positively to change.	
<b>EFFECTIVE BEHAVIORS</b>	<b>INEFFECTIVE BEHAVIORS</b>
<ol style="list-style-type: none"> <li>1. Is receptive to new ideas and working methods.</li> <li>2. Actively supports change initiatives</li> <li>3. Recognizes opportunities for improvement and proposes workable solutions</li> <li>4. Actively seeks to apply new methods and technologies to improve work processes</li> <li>5. Adapts readily and efficiently to changing priorities and demands</li> </ol>	<ol style="list-style-type: none"> <li>1. Is reluctant to change when faced with new demands or challenges</li> <li>2. Shows little flexibility in attitude when faced with new ideas</li> <li>3. Holds outdated views despite changes in the work environment</li> <li>4. Becomes negative in outlook when faced with change</li> </ol>
<b>5) FOSTERING INTEGRATION AND TEAMWORK</b>	
Definition: Develops and promotes effective relationships with colleagues and team members. Deals constructively with conflicts.	
<b>EFFECTIVE BEHAVIORS</b>	<b>INEFFECTIVE BEHAVIORS</b>
<ol style="list-style-type: none"> <li>1. Works collaboratively with team members to achieve results</li> <li>2. Encourages co-operation and builds rapport among fellow team members</li> <li>3. Supports and acts in accordance with team decisions</li> <li>4. Accepts joint responsibility for team's successes and shortcomings</li> <li>5. Identifies conflict early and supports actions to facilitate its resolution</li> </ol>	<ol style="list-style-type: none"> <li>1. Focuses only on achieving personal goals at the expense of team objectives</li> <li>2. Works independently in settings which require group work</li> <li>3. Avoids sharing knowledge, information and expertise with team members</li> <li>4. Exploits divisions in the team</li> <li>5. Avoids dealing with conflict</li> <li>6. Shows little support for, or undermines fellow team members</li> </ol>
<b>6) RESPECTING AND PROMOTING INDIVIDUAL AND CULTURAL DIFFERENCES</b>	
Definition: Demonstrates the ability to work constructively with people of all backgrounds and orientations. Respects differences and ensures that all can contribute.	
<b>EFFECTIVE BEHAVIORS</b>	<b>INEFFECTIVE BEHAVIORS</b>

<ol style="list-style-type: none"> <li>1. Understands and respects cultural and gender issues and applies this to daily work and decision making</li> <li>2. Relates and works well with people of different cultures, gender and backgrounds</li> <li>3. Examines own behavior and attitudes to avoid stereotypical responses</li> <li>4. Considers issues from the perspective of others</li> <li>5. Draws on diversity of skills, backgrounds and knowledge of people to achieve more effective results</li> </ol>	<ol style="list-style-type: none"> <li>1. Is unwilling to view issues from the perspective of others</li> <li>2. Discriminates against individuals or groups</li> <li>3. Makes judgments based on perceived cultural stereotypes</li> <li>4. Seeks to relate only to persons of similar culture, religion, gender or level</li> <li>5. Rationalizes all potential conflict by attributing the cause to differences in culture</li> </ol>
<b>7) SETTING AN EXAMPLE</b>	
Definition: Acts within WHO’s professional, ethical and legal boundaries and encourages others to adhere to these. Behaves consistently in accordance with clear personal ethics and values.	
<b>EFFECTIVE BEHAVIORS</b>	<b>INEFFECTIVE BEHAVIORS</b>
<ol style="list-style-type: none"> <li>1. Understands and behaves in accordance with WHO’s professional, ethical and legal framework</li> <li>2. Demonstrates consistency between expressed principles and behaviors</li> <li>3. Is transparent in dealings with others</li> <li>4. Takes action when others behave in an unprofessional or unethical manner</li> <li>5. Maintains confidentiality and treats sensitive information with discretion</li> <li>6. Stands by own decisions or actions and takes responsibility for them</li> </ol>	<ol style="list-style-type: none"> <li>1. Compromises ethical standards to advance personal agenda</li> <li>2. Behaves inconsistently with personal and organizational ethics and values</li> <li>3. Compromises organizational policies, rules and procedures when under pressure from the outside</li> <li>4. Breaches confidentiality and treats sensitive information without due regard or discretion</li> <li>5. Fails to take responsibility for own actions and decisions; tries to pass the responsibility to others</li> <li>6. Fails to hold agreements made with others</li> </ol>

## 2. Management competencies

<b>8) CREATING AN EMPOWERING AND MOTIVATING ENVIRONMENT</b>	
Definition: Guides and motivates staff towards meeting challenges and achieving objectives. Promotes ownership and responsibility for desired outcomes at all levels.	
<b>EFFECTIVE BEHAVIORS</b>	<b>INEFFECTIVE BEHAVIORS</b>
<ol style="list-style-type: none"> <li>1. Provides staff with clear direction and support in meeting their objectives</li> <li>2. Ensures that roles, responsibilities and reporting lines are clearly defined, understood and accepted</li> <li>3. Delegates work appropriately to staff, providing them with the necessary support to meet their objectives</li> <li>4. Shows confidence in staff and encourages initiative</li> <li>5. Provides staff with regular feedback, recognizes good performance and addresses performance issues</li> <li>6. Motivates staff to achieve individual and team goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Focuses only on own work and avoids managerial responsibilities</li> <li>2. Gives unclear or partial instructions and is vague about expected results</li> <li>3. Shows little trust in others and does not delegate work to others</li> <li>4. Fails to recognize the potential of staff, paying insufficient attention to development needs</li> <li>5. Fails to recognize or acknowledge the contributions of others</li> <li>6. Avoids giving “bad news”</li> </ol>

9) ENSURING THE EFFECTIVE USE OF RESOURCES	
Definition: Identifies priorities in accordance with WHO’s strategic directions. Develops and implements action plans, organizes the necessary resources and monitors outcomes.	
EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
<ol style="list-style-type: none"> <li>1. Develops plans into clearly defined objectives that take account of changing circumstances</li> <li>2. Identifies priorities and defines realistic objectives and timelines</li> <li>3. Identifies, organizes and effectively manages the financial and human resources needed to achieve results</li> <li>4. Is able to quickly re-allocate resources and reset priorities in response to unexpected events</li> <li>5. Establishes measures to monitor resources and progress of activities as planned</li> <li>6. Monitors costs and seeks to use the most cost- effective methods</li> </ol>	<ol style="list-style-type: none"> <li>1. Defines objectives and implementation plans that are unclear or impractical</li> <li>2. Fails to set priorities in advance or deviates regularly from them</li> <li>3. Commits to delivery regardless of the impact on team or self</li> <li>4. Fails to identify and organize the resources needed to accomplish tasks</li> <li>5. Is slow in reallocating resources and shifting priorities when faced with changes</li> <li>6. Fails to monitor own and others’ goals, activities and budgets</li> </ol>
10) BUILDING AND PROMOTING PARTNERSHIPS ACROSS THE ORGANIZATION AND BEYOND	
Definition: Develops and strengthens internal and external partnerships that can provide information, assistance and support to WHO. Identifies and uses synergies across the Organization and with external partners.	
EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
<ol style="list-style-type: none"> <li>1. Seeks to understand and promote synergies between the work produced in WHO and the work of external partners to improve organizational success</li> <li>2. Builds and maintains mutually beneficial work relationships and alliances inside and outside the Organization</li> <li>3. Encourages and assists others in building networks to improve results</li> <li>4. Creates opportunities for promoting synergies inside and outside the organization to improve outcomes</li> <li>5. Encourages people from different parts of the Organization to work together</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows little interest in developing effective relationships and mutual opportunities inside or outside of WHO</li> <li>2. Establishes networks for personal rather than organizational benefit</li> <li>3. Sees departments as separate entities with little impact upon each other</li> <li>4. Is over-protective towards own area of work and impedes cross-organizational actions and interventions</li> <li>5. Works in isolation and makes no proactive effort to integrate with other activities in the Organization</li> </ol>

### 3. Leadership competencies

11) DRIVING WHO TO A SUCCESSFUL FUTURE	
Definition: Demonstrates a broad-based understanding of the growing complexities of health issues and activities. Creates a compelling vision of shared goals, and develops a roadmap for successfully achieving real progress in improving people’s health.	
EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS

<ol style="list-style-type: none"> <li>1. Demonstrates an excellent understanding of the complex interrelationships of factors which impact on international public health</li> <li>2. Anticipates new trends and identifies opportunities to promote the long-term goals of WHO</li> <li>3. Takes an active role in developing and articulating a clear and coherent identity for WHO and builds commitment to this inside and outside the Organization</li> <li>4. Develops strategic plans which are in line with WHO's mission and which balance competing priorities</li> <li>5. Shows astuteness and uses all relevant processes to get things done</li> </ol>	<ol style="list-style-type: none"> <li>1. Fails to think of the broader context; isolates work to own technical field</li> <li>2. Considers only a narrow or local perspective when developing strategy and plans</li> <li>3. Develops strategies without involving or consulting others</li> <li>4. Fails to base initiatives or actions on a clear long term vision</li> <li>5. Develops plans which include conflicting priorities</li> <li>6. Fails to identify and use the relevant processes to get things done</li> </ol>
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**12) PROMOTING INNOVATION AND ORGANIZATIONAL LEARNING**

Definition: Invigorates the Organization by building a culture that encourages learning and development. Sponsors innovative approaches and solutions

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
<ol style="list-style-type: none"> <li>1. Drives change and improvement, continually searching for new ways to position the Organization for success</li> <li>2. Encourages others to be innovative to improve outcomes</li> <li>3. Ensures that knowledge and learning is shared across the Organization; encourages staff to learn from each other</li> <li>4. Uses feedback to find ways to increase organizational effectiveness.</li> <li>5. Pushes sense of responsibility and empowerment down the Organization</li> <li>6. Creates opportunities for learning and development throughout the Organization</li> </ol>	<ol style="list-style-type: none"> <li>1. Does little to promote continuous learning and professional development</li> <li>2. Ignores innovative or creative inputs from others and is biased towards favoring the status quo</li> <li>3. Changes processes and methods in a radical way, without consulting others or considering consequences.</li> <li>4. Avoids or dismisses feedback about organizational effectiveness</li> <li>5. Maintains a culture of bureaucracy and hierarchical power in the Organization</li> </ol>

**13) PROMOTING WHO'S POSITION IN HEALTH LEADERSHIP**

Definition: Positions WHO as a leader in health issues. Gains support for WHO's mission. Coordinates, plans and communicates in a way that attracts support from intended audiences

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
<ol style="list-style-type: none"> <li>1. Promotes WHO's mission and programmes successfully</li> <li>2. Negotiates effectively with persons inside and outside of WHO</li> <li>3. Gains agreement from others for a desired course of action</li> <li>4. Demonstrates authority and credibility in dealings with others</li> <li>5. Prepares and delivers complex and high level messages, using a range of appropriate techniques</li> </ol>	<ol style="list-style-type: none"> <li>1. Fails to promote and defend ideas on key issues</li> <li>2. Uses inappropriate arguments and ineffective negotiation techniques when trying to influence people</li> <li>3. Fails to negotiate sustainable agreements</li> <li>4. Lacks credibility and fails to create a positive impact.</li> <li>5. Fails to adapt complex messages to intended audiences</li> </ol>

## Annex D: Association of Public Health Schools Global Health Competencies for Masters in Public Health<sup>11</sup>

<b>DOMAIN 1: Capacity Strengthening</b>	
Capacity strengthening is the broad sharing of knowledge, skills, and resources for enhancement of global public health programs, infrastructure, and workforce to address current and future global public health needs.	
1.1	Design sustainable workforce development strategies for resource-limited settings.
1.2	Identify methods for assuring health program sustainability.
1.3	Assist host entity in assessing existing capacity.
1.4	Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.
<b>DOMAIN 2: Collaborating and Partnering</b>	
Collaborating and partnering is the ability to select, recruit, and work with a diverse range of global health stakeholders to advance research, policy, and practice goals, and to foster open dialogue and effective communication.	
2.1	Develop procedures for managing health partnerships.
2.2	Promote inclusion of representatives of diverse constituencies in partnerships.
2.3	Value commitment to building trust in partnerships.
2.4	Use diplomacy and conflict resolution strategies with partners.
2.5	Communicate lessons learned to community partners and global constituencies.
2.6	Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.
<b>DOMAIN 3: Ethical Reasoning and Professional Practice</b>	
Ethical reasoning and professional practice is the ability to identify and respond with integrity to ethical issues in diverse economic, political, and cultural contexts, and promote accountability for the impact of policy decisions upon public health practice at local, national, and international levels.	
3.1	Apply the fundamental principles of international standards for the protection of human subjects in diverse cultural settings
3.2	Analyze ethical and professional issues that arise in responding to public health emergencies.
3.3	Explain the mechanisms used to hold international organizations accountable for public health practice standards.
3.4	Promote integrity in professional practice.
<b>DOMAIN 4: Health Equity and Social Justice</b>	
Health equity and social justice is the framework for the analysis of strategies to address health disparities across socially, demographically, or geographically defined populations.	
4.1	Apply social justice and human rights principles in public health policies and programs.
4.2	Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.
4.3	Critique policies with respect to impact on health equity and social justice.
4.4	Analyze distribution of resources to meet the health needs of marginalized and vulnerable groups.
<b>DOMAIN 5: Program Management</b>	
Program management is the ability to design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes.	
5.1	Conduct formative research.
5.2	Apply scientific evidence throughout program planning, implementation, and evaluation.
5.3	Design program work plans based on logic models.
5.4	Develop proposals to secure donor and stakeholder support.
5.5	Plan evidence-based interventions to meet internationally established health targets.
5.6	Develop monitoring and evaluation frameworks to assess programs.
5.7	Utilize project management techniques throughout program planning, implementation, and evaluation.
5.8	Develop context-specific implementation strategies for scaling up best-practice interventions.
<b>DOMAIN 6: Socio-cultural and Political Awareness</b>	
Socio-cultural and political awareness is the conceptual basis with which to work effectively within diverse cultural settings and across local, regional, national, and international political landscapes.	

6.1	Describe the roles and relationships of the entities influencing global health.
6.2	Analyze the impact of transnational movements on population health.
6.3	Analyze context-specific policy making processes that impact health.
6.4	Design health advocacy strategies.
6.5	Describe multi-agency policy-making in response to complex health emergencies.
6.6	Describe the interrelationship of foreign policy and health diplomacy.
<b>DOMAIN 7: Strategic Analysis</b>	
Strategic analysis is the ability to use systems thinking to analyze a diverse range of complex and interrelated factors shaping health trends to formulate programs at the local, national, and international levels.	
7.1	Conduct a situation analysis across a range of cultural, economic, and health contexts.
7.2	Identify the relationships among patterns of morbidity, mortality, and disability with demographic and other factors in shaping the circumstances of the population of a specified community, country, or region.
7.3	Implement a community health needs assessment.
7.4	Conduct comparative analyses of health systems.
7.5	Explain economic analyses drawn from socio-economic and health data.
7.6	Design context-specific health interventions based upon situation analysis.

## Annex E: Association of Schools of Public Health Core Competencies for the Doctor of Public Health Degree<sup>29</sup>

<b>A. ADVOCACY</b>
<b>The ability to influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication, and consensus-building.</b>
<p>Competencies: Upon graduation a student with a DrPH should be able to...</p> <p>A1. Present positions on health issues, law, and policy.</p> <p>A2. Influence health policy and program decision-making based on scientific evidence, stakeholder input, and public opinion data.</p> <p>A3. Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques.</p> <p>A4. Analyze the impact of legislation, judicial opinions, regulations, and policies on population health.</p> <p>A5. Establish goals, timelines, funding alternatives, and strategies for influencing policy initiatives.</p> <p>A6. Design action plans for building public and political support for programs and policies.</p> <p>A7. Develop evidence-based strategies for changing health law and policy.</p>
<b>B. COMMUNICATION</b>
<b>The ability to access and use communication strategies across diverse audiences to inform and influence individual, organization, community, and policy actions.</b>
<p>Competencies: Upon graduation a student with a DrPH should be able to...</p> <p>B1. Discuss the inter-relationships between health communication and marketing.</p> <p>B2. Explain communication program proposals and evaluations to lay, professional, and policy audiences.</p> <p>B3. Employ evidence-based communication program models for disseminating research and evaluation outcomes.</p> <p>B4. Guide an organization in setting communication goals, objectives, and priorities.</p> <p>B5. Create informational and persuasive communications.</p> <p>B6. Integrate health literacy concepts in all communication and marketing initiatives.</p> <p>B7. Develop formative and outcome evaluation plans for communication and marketing efforts.</p> <p>B8. Prepare dissemination plans for communication programs and evaluations.</p> <p>B9. Propose recommendations for improving communication processes.</p>
<b>C. COMMUNITY/CULTURAL ORIENTATION</b>
<b>The ability to communicate and interact with people across diverse communities and cultures for development of programs, policies, and research.</b>
<p>Competencies: Upon graduation a student with a DrPH should be able to...</p> <p>C1. Develop collaborative partnerships with communities, policy makers, and other relevant groups.</p> <p>C2. Engage communities in creating evidence-based, culturally competent programs.</p> <p>C3. Conduct community-based participatory intervention and research projects.</p> <p>C4. Design action plans for enhancing community and population-based health.</p> <p>C5. Assess cultural, environmental, and social justice influences on the health of communities.</p> <p>C6. Implement culturally and linguistically appropriate programs, services, and research.</p>
<b>D. CRITICAL ANALYSIS</b>
<b>The ability to synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to advance programs, policies, and systems promoting population health.</b>
<p>Competencies: Upon graduation a student with a DrPH should be able to...</p> <p>D1. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies, and systems.</p> <p>D2. Interpret quantitative and qualitative data following current scientific standards.</p> <p>D3. Design needs and resource assessments for communities and populations.</p> <p>D4. Develop health surveillance systems to monitor population health, health equity, and public health services.</p> <p>D5. Synthesize information from multiple sources for research and practice.</p> <p>D6. Evaluate the performance and impact of health programs, policies, and systems.</p> <p>D7. Weigh risks, benefits, and unintended consequences of research and practice.</p>
<b>E. LEADERSHIP</b>
<b>The ability to create and communicate a shared vision for a positive future; inspire trust and motivate others; and use evidence-based strategies to enhance essential public health services.</b>
<p>Competencies: Upon graduation a student with a DrPH should be able to...</p> <p>E1. Communicate an organization's mission, shared vision, and values to stakeholders.</p> <p>E2. Develop teams for implementing health initiatives.</p> <p>E3. Collaborate with diverse groups.</p> <p>E4. Influence others to achieve high standards of performance and accountability.</p> <p>E5. Guide organizational decision-making and planning based on internal and external environmental research.</p> <p>E6. Prepare professional plans incorporating lifelong learning, mentoring, and continued career progression strategies.</p> <p>E7. Create a shared vision.</p>

E8.	Develop capacity-building strategies at the individual, organizational, and community level.
E9.	Demonstrate a commitment to personal and professional values.
<b>F. MANAGEMENT</b>	
<b>The ability to provide fiscally responsible strategic and operational guidance within both public and private health organizations for achieving individual and community health and wellness.</b>	
Competencies: Upon graduation a student with a DrPH should be able to...	
F1.	Implement strategic planning processes.
F2.	Apply principles of human resource management.
F3.	Use informatics principles in the design and implementation of information systems.
F4.	Align policies and procedures with regulatory and statutory requirements.
F5.	Deploy quality improvement methods.
F6.	Organize the work environment with defined lines of responsibility, authority, communication, and governance.
F7.	Develop financial and business plans for health programs and services.
F8.	Establish a network of relationships, including internal and external collaborators.
F9.	Evaluate organizational performance in relation to strategic and defined goals.

## **Annex F: Centers for Disease Control and Prevention field epidemiology training program competencies<sup>30</sup>**

<b>Epidemiologic methods</b>	1. Use epidemiologic practices to conduct studies that improve public health program delivery 2. Respond to outbreaks
<b>Biostatistics</b>	3. Analyze epidemiologic data using appropriate statistical methods
<b>Public health surveillance</b>	4. Manage a public health surveillance system
<b>Laboratory and biosafety</b>	5. Use laboratory resources to support epidemiologic activities
<b>Communication</b>	6. Develop written public health communications 7. Develop and deliver oral public health communications
<b>Computer technology</b>	8. Use computers for specific applications relevant to public health practices
<b>Management and leadership</b>	9. Manage a field project 10. Manage staff and resources 11. Be an effective team leader and member 12. Manage personal responsibilities
<b>Prevention effectiveness</b>	13. Apply simple tools for economic analysis
<b>Teaching and mentoring</b>	14. Train public health professionals 15. Mentor public health professionals
<b>Epidemiology of priority diseases and injuries</b>	16. Evaluate and prioritize the importance of diseases or conditions of national public health concern

## Annex G: Centers for Disease Control and Prevention: Global Public Health Competency Model<sup>32</sup>

Competency	Key Behaviors
<b>Cultural Competence</b> Key Behaviors:	<p><i>Definition: Cultural competence involves operating in different cultural contexts and integrating knowledge about individuals and groups of people into public health practice to produce better public health outcomes.</i></p> <ol style="list-style-type: none"> <li>1. Interact sensitively and professionally with persons from diverse cultural, educational, socioeconomic, educational, racial, ethnic, and professional backgrounds.</li> <li>2. Maintain an awareness of own behavior and consider the perspectives of others to resolve or avoid cultural issues or misinterpretations.</li> <li>3. Understand and communicate the need for a culturally/ethnically representative workforce.</li> <li>4. Understand the sensitive nature of cultural, political, and policy differences and their impact in the design and implementation of public health programs.</li> <li>5. Communicate in the language of the host country.</li> <li>6. Adapt communication style and techniques to culturally diverse situations.</li> <li>7. Arrange for interpreters to be present when necessary.</li> </ol>
<b>Knowledge of CDC Global Goals</b> Key Behaviors:	<p><i>Definition: Knowledge of CDC global goals includes understanding and applying CDC's global strategic plan to global public health programs.</i></p> <ol style="list-style-type: none"> <li>1. Understand and apply the goals and objectives of the CDC Global Action Plan.</li> <li>2. Articulate the linkage between the CDC global strategic plan and the strategic plan of the Country Office.</li> <li>3. Identify opportunities presented in host country to promote short- and long-term CDC goals.</li> <li>4. Understand the linkage between CDC global goals and other global public health goals (e.g., Millennium Development Goals, Global Fund goals, Department for Health and Human Services goals).</li> <li>5. Understand the linkage between program-specific goals and the CDC global goals.</li> </ol>
<b>Global Legal and Ethical Professionalism</b> Key Behaviors:	<p><i>Definition: Global legal and ethical professionalism includes adhering to a high level of professional and ethical behavior in all administrative and research activities in accordance with Federal rules and regulations, while respecting local cultural values.</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate sensitivity to local values while adhering to Federal and U.S. State Department policies and procedures.</li> <li>2. Demonstrate knowledge of Human Research Subjects protocols and local Institutional Review Board (IRB) requirements.</li> <li>3. Demonstrate understanding of relevant local and national laws regarding administrative and research activities (e.g., employee and patient rights).</li> </ol>
<b>Building Global Partnerships</b> Key Behaviors:	<p><i>Definition: Building global partnerships includes developing, fostering, and employing relationships with global entities (e.g., Ministries of Health, universities, other government agencies and international organizations) to improve public health.</i></p> <ol style="list-style-type: none"> <li>1. Build coalitions with public- and private-sector global health entities, government officials, internal partners, and media professionals to achieve organizational goals.</li> <li>2. Collaborate with CDC programs and global partners in developing, implementing, and evaluating health intervention campaigns.</li> <li>3. Understand the unique missions, goals, and objectives of global partners to promote a shared understanding of public health objectives in the host country.</li> <li>4. Demonstrate knowledge of strategies for identifying and involving community (i.e., national, regional, local) organizations, resources, and participants around identified needs and interests.</li> <li>5. Create or leverage opportunities to develop new partnerships.</li> <li>6. Develop partnerships with other agencies that may have authority in public health-related situations (e.g., emergency events).</li> </ol>
<b>Global Representation and Promotion</b> Key Behaviors:	<p><i>Definition: Global representation and promotion includes the advancement of the public health policies and practices of CDC's global programs.</i></p> <ol style="list-style-type: none"> <li>1. Promote CDC operations and programs to diverse audiences in conjunction with documented project plans.</li> <li>2. Remain accountable for representing CDC's position in public health in the host country.</li> <li>3. Represent CDC and CDC global programs to the media and other audiences, adhering to communications clearance policies.</li> <li>4. Promote joint efforts with CDC and global partners.</li> </ol>

<p><b>Global Program and Policy Development</b> Key Behaviors:</p>	<p><i>Definition: Global program and policy development includes providing technical assistance and training to strengthen partner capacity to conduct public health science and practice.</i></p> <ol style="list-style-type: none"> <li>1. Coordinate training for students and public health professionals in basic and applied public health research; program planning, implementation and evaluation; and program administration and management.</li> <li>2. Provide training, consultation or technical assistance for the development, implementation, and evaluation of local public health programs.</li> <li>3. Develop optimal approaches for program and policy implementation based on an awareness of the political, social, and/or technological constraints of the host country.</li> <li>4. Promote the incorporation of research findings into operational disease prevention and control programs.</li> <li>5. Facilitate and support community health planning bodies in the process of decision-making and planning at the local, regional, and national levels.</li> <li>6. Identify the role of cultural factors in both the onset and solution of public health problems.</li> <li>7. Promote the sharing of data and expertise with other partners.</li> <li>8. Demonstrate knowledge of community change strategies and capacity building.</li> <li>9. Identify and draw upon partner capabilities to meet program objectives.</li> </ol>
<p><b>Navigating the Global Environment</b> Key Behaviors:</p>	<p><i>Definition: Navigating the global environment includes the knowledge and skills required to live and work in an unfamiliar international context.</i></p> <ol style="list-style-type: none"> <li>1. Recognize the role of the U.S. State Department overseas (e.g., travel requests, safety/security, country-specific policies).</li> <li>2. Maintain an understanding of applicable personnel policies (e.g., rights and responsibilities, medical programs, diplomatic titles and immunity, compensation, benefits, competitive hiring process).</li> <li>3. Deal effectively with pressure and maintain focus, even under adverse conditions.</li> <li>4. Maintain close relationships with host country and U.S. governmental entities (e.g., U.S. State Department, Ministry of Health).</li> <li>5. Balance the differences between the policies and procedures of the U.S. Government and the host program (e.g., WHO, UNICEF).</li> <li>6. Recognize potentially threatening situations and apply appropriate safety techniques.</li> <li>7. Represent the U.S. appropriately at all times, not only when on duty.</li> </ol>
<p><b>Global Business Processes</b> Key Behaviors:</p>	<p><i>Definition: Global business processes includes understanding and applying business knowledge and principles overseas.</i></p> <ol style="list-style-type: none"> <li>1. Provide guidance to country office staff in financial and accountability policies and practices.</li> <li>2. Perform negotiations with in-country partners/stakeholders by applying the principles of cultural competence.</li> <li>3. Negotiate for the use of community assets and resources.</li> <li>4. Understand the rules, regulations, advantages, and disadvantages of partnering with foundations, donor organizations, etc., in global settings.</li> <li>5. Apply an understanding of grants, cooperative agreements, financial management, budgeting, and appropriations to global public health programs.</li> <li>6. Maintain proper division between CDC and grantee/partner operations.</li> <li>7. Coordinate with appropriate party (e.g., U.S. Embassy General Services Officer, CDC support offices) for all business actions or program operations.</li> <li>8. Coordinate with Embassy officers to understand the unique laws (e.g., tax and labor laws) associated with doing business in the host country.</li> <li>9. Manage the relationship between CDC headquarters support functions and the country office by maintaining communications and responding to requests and deadlines in a timely manner.</li> </ol>
<p><b>Complex Problem Solving and Decision Making</b> Key Behaviors:</p>	<p><i>Definition: Complex problem solving and decision making includes understanding the complexities associated with solving problems and making decisions in an often ambiguous global, multicultural context</i></p> <ol style="list-style-type: none"> <li>1. Search for new or innovative ways to solve problems within the country context.</li> <li>2. Understand where the appropriate authority or jurisdiction lies when making decisions on particular issues (e.g., CDC or U.S. State Department/Embassy).</li> <li>3. Collaborate with various parties (e.g., partners, grantees, headquarters, Ministry of Health) in decisions that may affect them.</li> <li>4. Manage conflict that may arise from sensitive decisions.</li> <li>5. Develop solutions and make decisions based on limited or uncertain information.</li> <li>6. Use feedback from others (e.g., partners, grantees, headquarters, Ministry of Health) to inform future decisions.</li> </ol>

## Annex H: Food and Drug Administration: Developing a Global Curriculum for Regulators; Competency Definitions<sup>34</sup>

1.0 Global Workforce Competencies	Definition	Behaviors
1.1 Diplomacy	Interacts tactfully with foreign counterparts and colleagues on a wide range of topics and issues to achieve desired outcomes.	<ol style="list-style-type: none"> <li>1. Incorporates a variety of methods for interacting with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds to conduct discussions and negotiations with foreign counterparts.</li> <li>2. Works effectively with international organizations, regulatory authorities, and other foreign colleagues to foster cooperation, information exchange, harmonization and capacity building.</li> <li>3. Provides thought and response to all situations and activities through a global perspective.</li> </ol>
1.2 Intercultural Awareness	Recognizes and respects differences in new and different cultural environments. Demonstrates flexibility and the capacity to change one's knowledge, attitudes and behaviors to enhance the ability to communicate and negotiate in the international arena.	<ol style="list-style-type: none"> <li>1. Integrates cultural knowledge (i.e., history, values, belief systems behaviors, and problem solving and negotiation styles) and sensitivity to increase the quality of interactions with foreign counterparts.</li> <li>2. Recognizes the meaning of nonverbal communication across cultures and responds accordingly.</li> <li>3. Identifies intercultural communication style patterns and appropriate responses.</li> <li>4. Analyzes the implications of individualism and collectivism as a cause of cultural clashes.</li> <li>5. Uses foreign language and communications skills whenever appropriate.</li> </ol>
1.3 Knowledge of U.S. Government Agencies with an International Component	Demonstrates an in-depth knowledge and understanding of the roles and responsibilities of U.S. government agencies involved in international issues, multinational organizations and foreign governments (including Washington DC embassies) for policy formulation and execution impacting FDA and FDA regulated products and effectively partners with these organizations to achieve mutual goals.	<ol style="list-style-type: none"> <li>1. Successfully partners with U.S. government agencies with an international component to support global product quality and safety.</li> <li>2. Demonstrates knowledge of current regulatory, policy, roles and responsibilities of US government agencies with an international component as it pertains to FDA's global mission.</li> <li>3. Ensures consistency and accuracy in the communication of FDA regulatory, policy, or procedural information to colleagues at other U.S. government agencies with an international component on a regular basis.</li> </ol>
1.4 Knowledge of Foreign Counterparts	Demonstrates an in-depth knowledge and understanding of the roles and responsibilities of foreign counterparts, foreign governments and international health and regulatory partners.	<ol style="list-style-type: none"> <li>1. Successfully partners with international health and regulatory organizations to support global product quality and safety.</li> <li>2. Demonstrates knowledge of current regulatory, policy, arrangements, roles and responsibilities of foreign counterparts as it pertains to achieving FDA's global mission.</li> <li>3. Ensures consistency and accuracy in the communication of FDA regulatory, policy, or procedural information to international partners on a regular basis.</li> </ol>
1.5 Global Awareness	Demonstrates a conceptual understanding of the interconnectedness of countries, based on knowledge of global and cultural perspectives. Understands concepts that impact nations and regions around the world including their environment, language, religions, currencies, cultures as well as their political and economic relations.	<ol style="list-style-type: none"> <li>1. Displays knowledge of different cultures, in-country/regional conditions and global events that may impact product safety and quality.</li> <li>2. Applies knowledge of global and cultural perspectives to increase understanding of the interconnectedness of countries.</li> <li>3. Identifies and consistently uses concepts that impact nations and regions including their environment, language, religions, currencies, culture, political and economic relations.</li> </ol>

<p><b>1.6 Global Partnerships and Arrangements</b></p>	<p>Demonstrates a broad familiarity with foreign regulatory authorities and multilateral organizations; actively develops working relationships and arrangements to achieve the FDA's mission on a global scale.</p>	<ol style="list-style-type: none"> <li>1. Develops and maintains working relationships with foreign regulatory authorities.</li> <li>2. Demonstrates a thorough understanding of the impact of bilateral and multilateral agreements on FDA policy-making and on the industries regulated by FDA.</li> <li>3. Displays extensive familiarity with the goals and main activity areas of bilateral and multilateral organizations that are related to FDA's mission.</li> <li>4. Shares a deep understanding of the different types of FDA arrangements with foreign agencies, including the impact and outcome of these arrangements on achieving FDA's mission and harmonization.</li> </ol>
<p><b>1.7 Global Regulatory Collaboration</b></p>	<p>Participates through appropriate processes with representatives of other countries to reduce the burden of regulations, harmonize regulatory requirements, and achieve reciprocal arrangements. In pursuit of international collaborations, FDA utilizes a wide variety of international arrangements, such as Confidentiality Commitments, Memoranda of Understanding and other Cooperative Arrangements.</p>	<ol style="list-style-type: none"> <li>1. Provides recommendations for administrative and regulatory actions concerning foreign governments and international organizations (e.g., deficiency letters, information request letters, and warning letters).</li> <li>2. Interprets applicable foreign laws, regulations, and policies to respond to inquiries or submissions of deficiencies and recommends actions.</li> <li>3. Provides authoritative advice and guidance to foreign customers to gain compliance with applicable U.S. laws, policies, and regulations.</li> <li>4. Applies extensive knowledge of FDA's regulatory paradigms, foreign regulatory paradigms and current policy issues to all assignments.</li> </ol>
<p><b>1.8 Global Information Sharing, Outreach and Training</b></p>	<p>Prepares communications, both written and oral, to respond to a wide variety of inquiries in a timely manner to multiple stakeholders and in foreign languages as needed.</p>	<ol style="list-style-type: none"> <li>1. Prepares communications regarding FDA regulatory decisions or requests for information, of a global nature, from the regulated industry.</li> <li>2. Provides responses to general inquiries from the scientific community, regulated industry, consumers and others concerning global matters.</li> <li>3. Advises officials in other interrelated programs within and outside of FDA regarding inspection and investigation methods and procedures necessary to accomplish compliance, enforcement, and regulatory objectives on a global scale.</li> <li>4. In a global setting, delivers outreach messages, briefings and training through a variety of public speaking venues (e.g., conferences and workshops) in order to encourage an understanding of and compliance with Federal regulations, policies, and standards.</li> </ol>

<p><b>1.9 Global Information Analysis and Inspection</b></p>	<p>Analyzes and interprets scientific data, regulatory information, inspectional observations and other data regarding animals, drugs, food ingredients, and medical devices; draws reasoned conclusions from analysis and synthesis of information; and evaluates the importance, reliability and usefulness of information.</p>	<ol style="list-style-type: none"> <li>1. Uses judgment based on personal regulatory background and understanding of legislation, policy, and program definitions in order to recognize, validate and share serious global issues.</li> <li>2. Performs regulatory reviews of information submitted by interested parties (e.g., public, regulated industry, other government agencies, foreign entities).</li> <li>3. On a global scale, inspects and reviews drugs, foods, and other regulated articles to determine compliance with requirements of the FDA laws and regulations.</li> <li>4. Evaluates foreign inspectional submissions to ensure they conform to standard operating procedures.</li> <li>5. Conducts risk analysis of foreign government's regulatory programs and draws reasoned conclusions.</li> <li>6. Evaluates how foreign governments' regulatory programs impact FDA's interests.</li> </ol>
<p><b>1.10 Global Information Gathering</b></p>	<p>Locates appropriate sources of data and information; obtains, stores, and shares this information in support of global regulatory activities and goals.</p>	<ol style="list-style-type: none"> <li>1. Obtains information from multiple databases, web-based sources, foreign governments and global entities.</li> <li>2. Consults with professionals within FDA, other government agencies, international entities, academia, and industry to gain information related to FDA's global mission.</li> <li>3. Consistently shares data, both domestically and internationally and inputs data into appropriate computer tracking systems and databases.</li> </ol>
<p><b>1.11 Harmonization and Multilateral Relations</b></p>	<p>Coordinates and collaborates on activities with international organizations and governments on international standards and harmonization of regulatory requirements.</p>	<ol style="list-style-type: none"> <li>1. Assures consumer protection standards and requirements are met.</li> <li>2. Develops and utilizes product standards and other requirements more effectively.</li> <li>3. Identifies opportunities to improve alignment of regulators resources on a global scale.</li> <li>4. Identifies new ways to minimize industry's compliance costs in the global market.</li> <li>5. Actively collaborates with international organizations and governments on international standards and harmonization of regulatory requirements to minimize inconsistent standards internationally.</li> </ol>
<p><b>1.12 Capacity Building</b></p>	<p>Provides technical cooperation and training activities to improve the regulatory infrastructure, preventative controls, and production practices in selected foreign countries to ensure that products exported to the United States meet FDA requirements.</p>	<ol style="list-style-type: none"> <li>1. Provides compelling information and evidence to assist FDA in making informed decisions about how to best target resources and use limited resources to support capacity building.</li> <li>2. Identifies and transfers information, methods and practices related to regulatory processes, including identifying training efforts globally that do not require the use of FDA resources.</li> <li>3. Catalyzes regional and global networks and information platforms to enable information sharing and strengthen detection, surveillance and assessment systems.</li> </ol>
<p><b>1.13 Consumer Safety</b></p>	<p>Maintains and applies a comprehensive set of scientific and regulatory knowledge of consumer safety and related fields.</p>	<ol style="list-style-type: none"> <li>1. Serves as a resource to FDA staff and others (e.g., U.S and foreign government agencies, general public) in areas related to consumer safety.</li> <li>2. Gains a comprehensive understanding of consumer safety-related issues associated with foreign products.</li> <li>3. Keeps abreast of crucial and precedent-setting issues under review within the Office, Center, Agency, regulated industry, and in the field of consumer safety.</li> </ol>

<p><b>1.14 Policy Development</b></p>	<p>Articulates, writes, and integrates policies into FDA. Serves as a specialist on FDA- regulated products and the impact on international policy.</p>	<ol style="list-style-type: none"> <li>1. Articulates the health, fiscal, administrative, legal, ethical, social, political and cultural implications of policy options to foreign government representatives.</li> <li>2. Analyzes foreign government’s regulatory programs to evaluate how foreign governments’ regulatory programs impact FDA’s interests.</li> <li>3. Integrates policy into organizational plans, structures, and programs.</li> <li>4. Demonstrates a thorough understanding of the policy development process.</li> <li>5. Writes clear and concise policy-related documents, including statements, procedures, processes and decision papers.</li> </ol>
<p><b>1.15 Foreign Language</b> (Desired, not required)</p>	<p>Displays ability to speak, comprehend, read, and/or write in a language other than English at the required level of proficiency for the job and/or social context where it is being used.</p>	<p>Language proficiency rating scale:</p> <ol style="list-style-type: none"> <li>1. Basic, able to understand simple questions and statements allowing for slowed speech and repetition.</li> <li>2. Limited Working- can satisfy routine social interactions such as introductions, casual conversations, and limited control of grammar.</li> <li>3. Professional Working- is able to participate effectively in most formal and informal conversations or interactions on social or professional topics, display good control of grammar.</li> <li>4. Fully Professional – can use language fluently and accurately on all levels, can handle informal interpreting functions.</li> <li>5. Native/Bilingual – has knowledge of a language equivalent to that of an educated native speaker.</li> </ol>
<p><b>2.0 Foundational Competencies</b></p>	<p><b>Definition</b></p>	<p><b>Behaviors</b></p>
<p><b>2.1 Knowledge of HHS and FDA Regulations, Policies, and Procedures</b></p>	<p>Understands and applies up-to-date regulations, policies, organizational guidance, and standard operation procedures to meet the FDA’s global and domestic goals.</p>	<ol style="list-style-type: none"> <li>1. Consistently and appropriately maintains knowledge and applies Federal, HHS and FDA laws, regulations, and policies as relevant to activities of responsibility.</li> <li>2. Demonstrates knowledge of current regulatory, policy, and procedural updates as applicable to job responsibilities.</li> <li>3. Ensures consistency and accuracy in the communication of regulatory, policy, or procedural information to colleagues on a regular basis.</li> </ol>
<p><b>2.2 Organizational Commitment</b></p>	<p>Actively achieves FDA’s mission; demonstrates commitment; upholds and represents the core values of FDA; demonstrates a commitment to delivering on his/her public duty and presenting oneself as a credible representative of the Agency and Federal Government to maintain the public’s trust.</p>	<ol style="list-style-type: none"> <li>1. Demonstrates personal and professional integrity and presents a positive image of FDA in all interactions.</li> <li>2. Lives the FDA’s values and maintains ethical principles even in the most challenging circumstances.</li> <li>3. Holds a strong commitment to exceeding the public’s expectations for how the FDA should provide services to its’ customers.</li> <li>4. Commits to continuous learning, maintains and develops professional expertise in area of responsibility by keeping current on technical literature and active participation in conferences, training, and internal and external working groups</li> </ol>

<p><b>2.3 Innovation</b></p>	<p>Applies creative problem-solving skills to his/her work to develop solutions to problems; recognizes and demonstrates the value in taking “smart” risks and learning from mistakes; develops multiple alternatives and understands the feasibility of each; effectively shares and implements his/her ideas.</p>	<ol style="list-style-type: none"> <li>1. Champions innovative approaches within FDA by acting as an opinion leader whom others emulate</li> <li>2. Takes “smart” risks including trying new and different ways to get the job done.</li> <li>3. Maintains an entrepreneurial spirit that breaks down barriers to promote new and creative ways to meet goals.</li> <li>4. Challenges the status quo by continuously reviewing personal work processes and questioning traditional or established processes to make improvements.</li> </ol>
<p><b>2.4 Interpersonal Skills/Listening</b></p>	<p>Considers and responds appropriately to the needs, feelings, and capabilities of individuals and their behavior in specific situations.</p>	<ol style="list-style-type: none"> <li>1. Listens attentively to the ideas and concerns of others, responds appropriately.</li> <li>2. Uses non-verbal cues and body language to identify and interpret the feelings and concerns of others.</li> <li>3. Acknowledges the concerns and feelings of others despite disagreements, and is able to approach others about sensitive issues in non- threatening ways.</li> <li>4. Refrains from communications that devalues the feelings, ideas, or concerns of others.</li> </ol>
<p><b>2.5 Teamwork and Collaboration</b></p>	<p>Partners with team members and others to achieve goals; fosters cooperation within and across his/her department; treats others with dignity and respect and maintains a friendly demeanor; and values he contributions of others.</p>	<ol style="list-style-type: none"> <li>1. Responds thoughtfully and appropriately to others’ input and feedback to clarify thoughts, concerns, and feelings.</li> <li>2. Exceeds commitment to others by frequently delivering work early.</li> <li>3. Fosters cooperation and communication within groups and meetings to meet common goals.</li> <li>4. Is open and supportive to new ideas, perspectives, structures, strategies, positions, and protocols; proactively participates in the suggestion and implementation of new processes. Proactively addresses potential points of conflict, working when possible to reach resolution without escalation.</li> <li>5. Volunteers on committees that are outside typical job responsibilities; exceeds the expectations of his/her job in participating in FDA initiatives and programs.</li> </ol>
<p><b>2.6 Customer Service</b></p>	<p>Understands that all FDA employees have external and internal customers that they provide services and information to; honors all other FDA commitments to customers by providing helpful, courteous, accessible, responsive and knowledgeable customer service.</p>	<ol style="list-style-type: none"> <li>1. Maintains positive, long term working relationship with clients; is adept at focusing individualized attention resulting in consistent, high-level customer satisfaction.</li> <li>2. Anticipates customer needs and responds before the situation requires action.</li> <li>3. Regularly updates understanding of customers’ needs and quickly adapts solutions to changing customer demands.</li> <li>4. Consistently exceeds customer expectations by applying a solid understanding of what customers need and value.</li> <li>5. Addresses disgruntled customers appropriately and takes action to resolve problems; can defuse even the most upset customer situations with ease.</li> </ol>
<p><b>2.7 Communication</b></p>	<p>Presents information in a clear and concise manner orally and in writing to ensure others understand his/her ideas; and appropriately adapts his/her message, style, and tone to accommodate a variety of audiences.</p>	<ol style="list-style-type: none"> <li>1. Presents verbal, written, and non-verbal forms of communication in a clear manner and consistent with FDA policies and procedures.</li> <li>2. Communicates effectively, efficiently, and respectfully with professional and technical staff as well as internal and external parties regardless of position or status.</li> <li>3. Assures accurate and substantial exchanges of information, following up to ensure information and ideas are clearly understood by receiving parties.</li> <li>4. Maintains clear and open lines of communication with peers, team leads, supervisors, and others.</li> <li>5. Drafts, prepares, edits and reviews correspondence in a</li> </ol>

<p><b>2.8 Diversity</b></p>	<p>Recognizes personal and societal differences, and to leverage these differences to the benefit of the team, office, and organization.</p>	<ol style="list-style-type: none"> <li>1. Develops knowledge of cultural differences and sensitivities and adjusts interpersonal interactions and behaviors to compensate for these differences.</li> <li>2. Treats all individuals with respect, regardless of culture or background, recognizing the benefit of diversity to achieve organizational mission.</li> <li>3. Builds mutually beneficial collaborative working relationships across the globe.</li> <li>4. Works as part of an inclusive workplace demonstrating the</li> </ol>
<p><b>2.9 Initiative</b></p>	<p>Proactively identifies ways to contribute to the FDA's goals and missions; achieves results without needing reminders from others; identifies and takes action to address problems and opportunities.</p>	<ol style="list-style-type: none"> <li>1. Takes the initiative to complete assignments early; consistently exceeds expectations regarding the timing of deliverables.</li> <li>2. Successfully completes tasks with minimal guidance from his/her supervisor; rarely needs assistance from others.</li> <li>3. Demonstrates the ability to complete even unfamiliar tasks independently by adapting previously gained knowledge.</li> <li>4. Generates enthusiasm among team members for accomplishing shared goals that elevate the team and ensures FDA's success.</li> <li>5. Focuses on achieving results, rather than activities that may not add value.</li> </ol>
<p><b>2.10 Project Management</b></p>	<p>Effectively manages project(s) by appropriately focusing attention on the critical few priorities; effectively creates and executes against project timelines based on priorities, resource availability, and other project requirements (i.e., budget); effectively evaluates planned approaches, determines feasibility, and makes adjustments when required.</p>	<ol style="list-style-type: none"> <li>1. Accurately anticipates resource requirements even when faced with the most complex projects.</li> <li>2. Possesses exceptional planning skills and helps others in project planning to ensure they are able to develop feasible work plans.</li> <li>3. Establishes and builds agreement among project team members for project milestones, and takes actions to ensure timelines are met or exceeded.</li> <li>4. Develops contingency plans during the planning phase of a project by anticipating risks to the project plan.</li> <li>5. Provides ongoing project updates regarding progress to keep others informed of status and issues.</li> </ol>
<p><b>3.0 Leadership Cluster</b></p>	<p><b>Definition</b></p>	<p><b>Competencies</b></p>

<p><b>3.1 Leading Change</b></p>	<p>Develops and implements an organizational vision that integrates key national and program goals, priorities, values, and other factors.</p>	<ol style="list-style-type: none"> <li>1. Vision: Takes a long-term view and acts as a catalyst for organizational change. Builds a shared vision with others. Influences others to translate vision into action.</li> <li>2. External Awareness: Identifies and keeps up- to-date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-rang plans and determines how to best be positioned to achieve a competitive business advantage in a global economy.</li> <li>3. Creativity and Innovation: Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation. Designs and implements new or cutting-edge programs and processes.</li> <li>4. Strategic Thinking: Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long term perspective. Determines objectives and sets priorities. Anticipates potential threats or opportunities.</li> <li>5. Continuous Learning: Grasps the essence of new information. Masters new technical and business knowledge. Recognizes own strengths and weaknesses. Pursues self-development. Seeks feedback from others and opportunities to master new knowledge.</li> <li>6. Resilience: Deals effectively with pressure. Maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.</li> <li>7. Flexibility: Is open to change and new information. Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.</li> <li>8. Service Motivation: Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.</li> </ol>
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<p><b>3.2 Leading People</b></p>	<p>Designs and implements strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.</p>	<ol style="list-style-type: none"> <li>1. <b>Conflict Management:</b> Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.</li> <li>2. <b>Leveraging Diversity:</b> Initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.</li> <li>3. <b>Team Building:</b> Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains</li> </ol>
<p><b>3.3 Coalitions and Communication</b></p>	<p>Explains, advocates, and expresses facts and ideas in a convincing manner. To negotiate with individuals and groups internally and externally. The ability to develop professional networks with other organizations and to identify the internal and external politics that impact the work of the organization.</p>	<ol style="list-style-type: none"> <li>1. <b>Oral Communication:</b> Makes clear and convincing oral presentations to individuals or groups. Listens effectively and clarifies information as needed. Facilitates an open exchange of ideas and fosters an atmosphere of open communication.</li> <li>2. <b>Written Communication:</b> Expresses facts and ideas in writing in a clear, convincing and organized manner.</li> <li>3. <b>Influencing/Negotiating:</b> Persuades others. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals. Facilitates "win-win" situations.</li> <li>4. <b>Partnering:</b> Develops networks and builds alliances. Engages in cross-functional activities. Collaborates across boundaries and finds common ground with a widening range of stakeholders. Uses contacts to build and strengthen internal support bases.</li> <li>5. <b>Political Savvy:</b> Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality, recognizes the impact of alternative courses of action.</li> <li>6. <b>Interpersonal Skills:</b> Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations. Is tactful, compassionate and sensitive and treats others with respect.</li> </ol>