

**APHL
Lab Director Transitions Guide
Online Toolkit**

[Headline]
Core Competencies Checklist for Lab Directors
Analyzing the leadership skills needed for the role

The following can be used in evaluation of a laboratory director as well as by a director in self-evaluation. Similar competency checklists for other positions can be found in APHL’s [eLEET toolkit](#), and additional checklists can be developed out of these tools as needed.

A. DEVELOPING SELF & OTHERS			
Directors guide and sustain the organization. They must communicate with employees and encourage high performance. Strong leaders also personally participate in the development of future leaders.			
	Developing Skills	Competent	Comments
1. TECHNICAL SKILLS			
Sets and communicates the organization’s vision and values, and establishes a focus on customers and accomplishing organization’s objectives.	<input type="checkbox"/>	<input type="checkbox"/>	
2. INTERPERSONAL SKILLS			
Models behavior consistent with organizational vision and values.	<input type="checkbox"/>	<input type="checkbox"/>	
Creates an environment for empowerment, agility and learning.	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates critical thinking/concept-linking in others throughout organization.	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates independent resource-seeking and self-appraisal in others.	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates the alignment of public health outcomes with laboratory/organization goals (i.e., acts based on seeing the big picture).	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates negotiation, managing interpersonal conflicts and inspiring cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	
Coaches, mentors and supports staff during	<input type="checkbox"/>	<input type="checkbox"/>	

transition to new director and other changes.			
3. CRITICAL THINKING SKILLS			
Models behavior consistent with organizational vision and values.	<input type="checkbox"/>	<input type="checkbox"/>	
Creates an environment for empowerment, agility and learning.	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates critical thinking/concept-linking in others throughout organization.	<input type="checkbox"/>	<input type="checkbox"/>	
B. STRATEGIC THINKING/PLANNING			
A lab director should recognize the key aspects of strategic development and be able to formulate and lead execution of a strategic plan.			
	Developing Skills	Competent	Comments
1. TECHNICAL SKILLS			
Recognizes how various components of strategic planning are interconnected and affect the organization and its operations as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	
Integrates strategic thinking/planning into day-to-day operations/decisions and long-term planning, such as preparedness activities.	<input type="checkbox"/>	<input type="checkbox"/>	
2. INTERPERSONAL SKILLS			
Identifies and communicates the individual and team's role in achieving desired outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
Provides and motivates staff to provide support for project/plan through reinforcing goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	
Develops succession plan for the laboratory.	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborates to meet team and organizational needs and goals.	<input type="checkbox"/>	<input type="checkbox"/>	
3. CRITICAL THINKING SKILLS			

Plans and implements projects, programs and activities in a multi-disciplinary, team-based environment involving appropriate human, financial and material resources.	<input type="checkbox"/>	<input type="checkbox"/>	
Analyzes the nature of a problem and clearly describes desired outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
Conceptualizes problems and investigates solutions.	<input type="checkbox"/>	<input type="checkbox"/>	
Assesses the interrelated steps within a plan to anticipate changes in timelines.	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates ability to complete all steps of a strategic/business plan for a patient population or a program. Assures assessment such as SWOT analysis, plan development, implementation, reassessment and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	
Analyzes and makes adjustments to project plans as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	

B. MANAGING RESOURCES

The day-to-day operations must support the strategic plan and minimize costs. Good stewardship of resources requires financial and operational planning as well as continuity of operations in case of an emergency.

	Developing Skills	Competent	Comments
1. TECHNICAL SKILLS			
Gathers data and uses technology to convert data into meaningful information.	<input type="checkbox"/>	<input type="checkbox"/>	
Uses organizational and community resources to facilitate performance that produces desired outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
2. INTERPERSONAL SKILLS			
Demonstrates effective communication skills conducive to collaborative management of resources. Develops consensus and enables collaboration. Listens to all stakeholders and treats their opinions as valid.	<input type="checkbox"/>	<input type="checkbox"/>	
Establishes an environment that supports effective resource management.	<input type="checkbox"/>	<input type="checkbox"/>	

Teaches and coaches others on the technical, interpersonal and critical thinking skills to manage resources.	<input type="checkbox"/>	<input type="checkbox"/>	
3. CRITICAL THINKING SKILLS			
Analyzes and utilizes appropriate data to make effective decisions and to monitor or forecast outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
Considers impact of decision options and implementation on others before reaching a conclusion. Predicts perception and grieving responses.	<input type="checkbox"/>	<input type="checkbox"/>	
Aligns appropriate financial, human and material resources to accomplish organizational goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	
Proactively plans support for organization based on the resource needs.	<input type="checkbox"/>	<input type="checkbox"/>	
C. INFORMATION MANAGEMENT			
A member of senior leadership must be an effective spokesperson for the organization and within the organization.			
	Developing Skills	Competent	Comments
1. TECHNICAL SKILLS			
Communicates with the media.	<input type="checkbox"/>	<input type="checkbox"/>	
Advocates for the laboratory with local, state and federal agencies and organizations.	<input type="checkbox"/>	<input type="checkbox"/>	
Assures the organization establishes and maintains an effective communication system, without reliance on rumor mill.	<input type="checkbox"/>	<input type="checkbox"/>	
Outlines organizational needs for data collection or analysis to statistical experts.	<input type="checkbox"/>	<input type="checkbox"/>	
Establishes an environment for effective communication management.	<input type="checkbox"/>	<input type="checkbox"/>	
Focuses on data throughout the organization.	<input type="checkbox"/>	<input type="checkbox"/>	
2. INTERPERSONAL SKILLS			
Leads laboratory to maintain a customer	<input type="checkbox"/>	<input type="checkbox"/>	

focus.			
Fosters an environment conducive to free sharing of information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	
3. CRITICAL THINKING SKILLS			
Analyzes data through advanced statistical means.	<input type="checkbox"/>	<input type="checkbox"/>	
Utilizes data to plan, monitor and evaluate.	<input type="checkbox"/>	<input type="checkbox"/>	
Assists others to adapt guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	
D. LEADERSHIP OF QUALITY IMPROVEMENT/ORGANIZATIONAL PERFORMANCE IMPROVEMENT ACTIVITIES			
Leadership must analyze the performance of the organization and make strategic decisions for improvements toward achieving high performance.			
	Developing Skills	Competent	Comments
1. TECHNICAL SKILLS			
Oversees and leads quality improvement activities, maintaining standards of outside agencies and internal standards with the goal of advancing the quality of laboratory testing.	<input type="checkbox"/>	<input type="checkbox"/>	
Serves as a resource and facilitates staff involvement in monitoring and follow-up.	<input type="checkbox"/>	<input type="checkbox"/>	
Oversees multi-disciplinary quality improvement projects within the laboratory.	<input type="checkbox"/>	<input type="checkbox"/>	
Converts data and information for use in planning, using advanced organizational performance improvement methods such as Lean, Six Sigma or Continuous Quality Improvement.	<input type="checkbox"/>	<input type="checkbox"/>	
2. INTERPERSONAL SKILLS			
Provides opportunities to increase the knowledge of staff relative to the QI/PI process.	<input type="checkbox"/>	<input type="checkbox"/>	
Provides an environment conducive to the QI/PI process.	<input type="checkbox"/>	<input type="checkbox"/>	

3. CRITICAL THINKING SKILLS			
Effectively leads initiative to reevaluate processes and structure with the aim of improving quality and reducing costs.	<input type="checkbox"/>	<input type="checkbox"/>	
Develops solutions based on data and on expected results.	<input type="checkbox"/>	<input type="checkbox"/>	
Identifies and analyzes emerging trends.	<input type="checkbox"/>	<input type="checkbox"/>	
Serves as a resource and facilitates staff participation in problem solving and plan development.	<input type="checkbox"/>	<input type="checkbox"/>	
Integrates all components of QA/QI program, including value-added analysis, into laboratory's decision-making process, PI processes and strategic planning.	<input type="checkbox"/>	<input type="checkbox"/>	
E. PROCESS MANAGEMENT			
Leaders must design processes to meet key requirements of the organization, including incorporation of new technology and organizational knowledge.			
	Developing Skills	Competent	Comments
1. TECHNICAL SKILLS			
Oversees compliance with ethical, legal or regulatory requirements.	<input type="checkbox"/>	<input type="checkbox"/>	
Develops operational plan to ensure availability of services and financing to meet daily demand and emergency requirements.	<input type="checkbox"/>	<input type="checkbox"/>	
Provides structure and environment for practice of professional and support staff groups, including unions.	<input type="checkbox"/>	<input type="checkbox"/>	
2. INTERPERSONAL SKILLS			
Seeks out staff concerns.	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates underlying principles and rationale for action to broaden staff perspective and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	
Mentors and develops competent leaders (supervisors and managers).	<input type="checkbox"/>	<input type="checkbox"/>	

Promotes the integration of the unique perspectives of a professionally, culturally, racially and gender diverse staff.	<input type="checkbox"/>	<input type="checkbox"/>	
Establishes plans to overcome negativity.	<input type="checkbox"/>	<input type="checkbox"/>	
3. CRITICAL THINKING SKILLS			
Assists staff to establish priorities and develop negotiation skills.	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains unbiased approach to problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	
Looks at whole picture when problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	
Administers Human Resource management processes.	<input type="checkbox"/>	<input type="checkbox"/>	