

Table S1. Operational definitions

| # | Operational concept | Definition | Reference |
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| 1 | Actor | A point (node) in a network that represents an individual, organization or entity connected to other actors (through ties). This scoping review focus on organisational actors. | Glegg, S. M. N.; Jenkins, E.; Kothari, A. How the study of networks informs knowledge translation and implementation: a scoping review. <i>Implement Sci</i> 2019 , <i>14</i> (1), 34. DOI: 10.1186/s13012-019-0879-1. |
| 2 | Blended education | Blended learning, which is a combination of face-to-face and online learning | Könings, K. D.; de Jong, N.; Lohrmann, C.; Sumskas, L.; Smith, T.; O'Connor, S. J.; Spanjers, I. A. E.; Van Merriënboer, J. J. G.; Czabanowska, K. Is blended learning and problem-based learning course design suited to develop future public health leaders? An explorative European study. <i>Public Health Rev</i> 2018 , <i>39</i> , 13. DOI: 10.1186/s40985-018-0090-y. |
| 3 | Competency. | This project defines competencies as the values, skills, attitudes and knowledge. | Rodríguez-Feria, P.; Flórez, L. J. H.; Czabanowska, K. Leadership Competencies for |

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| | | | Knowledge Translation in Public Health: A consensus study. <i>J Public Health (Oxf)</i> 2021 . DOI: 10.1093/pubmed/fdab286. |
| 4 | Communication: Leadership and knowledge translation | Communicating with a range of stakeholders, both internally and externally, individually and in teams. | Bayley, J.; Phipps, D.; Batac, M.; Stevens, E. Development of a framework for knowledge mobilisation and impact competencies. <i>Evidence & Policy</i> 2018 , 14(4): 725-738.doi: 10.1332/174426417X14945838375124 |
| 5 | Change management: Leadership and knowledge translation | Creating and managing (organisational/culture) change, shifting conditions from a baseline to goal state. | Bayley, J.; Phipps, D.; Batac, M.; Stevens, E. Development of a framework for knowledge mobilisation and impact competencies. <i>Evidence & Policy</i> 2018 , 14(4): 725-738.doi: 10.1332/174426417X14945838375124 |
| 6 | Engagement diverse others in public health work: | Engaging others requires searching broadly for partners, understanding their view world and practical circumstances, outlining potential responses, and identifying the right partners for a particular activity. | Begun, J., & Malcolm, J. Leading public health : a competency framework. <i>Springer Publishing Company</i> 2014 . DOI: 10.1891/97808261990. |

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| Leadership and knowledge translation | | | |
| 7 | Global Health Actor | <ol style="list-style-type: none"> 1. The result represents an individual or organization (i.e., an actor). 2. The actor operates in three or more countries (i.e., transnationally). 3. The actor identifies improving health as one of its primary intents (i.e., health focus). | Hoffman, S. J.; Cole, C. B. Defining the global health system and systematically mapping its network of actors. <i>Global Health</i> 2018 , 14 (1), 38. DOI: 10.1186/s12992-018-0340-2. |
| 8 | Governance for health | The attempts of governments and other actors to steer communities, whole countries or even groups of countries in the pursuit of health as integral to well-being | The Regional Office for Europe of the World Health Organization. Governance for Health in the 21 st century. 2012 . EUR/RC62/BD/01 (who.int) (achieved on 1 st February 2023) |
| 9 | Health professionals. It encompasses interprofessional education. | <ol style="list-style-type: none"> 1. Generalist medical practitioners. 2. Specialist medical practitioners. 3. Nursing professionals. 4. Midwifery professionals 5. Dentists | World Health Organization. Classifying Health Workers: Mapping Occupations to the International Standard Classification: International Labour Organization, |

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| | | 6. Pharmacists | International Standard Classification of Occupations: ISCO-08. 2020 . Classifying health workers (who.int) (achieved on 1 st February 2023) |
| | | 7. Physiotherapists | |
| | | 8. Social work and counselling professionals | |
| | | 9. Life science professionals | |
| 10 | Interprofessional education. | involves students of two or more professions learning together, especially about each other's roles | Frenk, J.; Chen, L.; Bhutta, Z. A.; Cohen, J.; Crisp, N.; Evans, T.; Fineberg, H.; Garcia, P.; Ke, Y.; Kelley, P.; et al. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. <i>Lancet</i> 2010 , 376 (9756), 1923-1958. DOI: 10.1016/S0140-6736(10)61854-5. |
| 11 | Knowledge management: Leadership and knowledge translation | Supporting the development of KT skills and understanding, improving individual and organisational competency. | Bayley, J.; Phipps, D.; Batac, M.; Stevens, E. Development of a framework for knowledge mobilisation and impact competencies. <i>Evidence & Policy</i> 2018 , 14(4): 725-738.doi: 10.1332/174426417X14945838375124 |

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| 12 | Knowledge Translation | KT is a process that attempts to reduce the gap between what is known from scientific research and how that knowledge is used by stakeholders with the intention of improving health outcomes and efficiencies of the health care system | Rodríguez-Feria, P., Flórez, L. J. H., & Czabanowska, K. (2021). Leadership competencies for knowledge translation in public health: a consensus study. <i>Journal of Public Health (Oxford, England)</i> , (20210727). https://doi.org/10.1093/pubmed/fdab286 |
| 13 | Medical Education | The process of teaching, learning and training of students with an on-going integration of knowledge, experience, skills, qualities, responsibility and values which qualify an individual to practice medicine. It is divided into undergraduate, postgraduate and continuing medical education, but increasingly there is a focus on the "lifelong" nature of medical education | The Euroasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care. <u>Glossary of Medical Education Terms (engl).pdf (ecaqa.org)</u> (achieved on 1 st February 2023) |
| 14 | Networking | An interconnected group of actors (e.g., people, organizations). This scoping review focus on organisational actors and interconnected \geq two organisations. | Glegg, S. M. N.; Jenkins, E.; Kothari, A. How the study of networks informs knowledge translation and implementation: a scoping review. <i>Implement Sci</i> 2019 , <i>14</i> (1), 34. DOI: 10.1186/s13012-019-0879-1. |

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| 15 | Policy networks | Policy networks are simply social networks specific to policy actors—defined here as sets of individuals who interact on a given policy issue, and may include a range of actors from various sectors and levels of governance | Shearer, J. C.; Dion, M.; Lavis, J. N. Exchanging and using research evidence in health policy networks: a statistical network analysis. <i>Implement Sci</i> 2014 , 9, 126. DOI: 10.1186/s13012-014-0126-8. |
| 16 | Postgraduate medical education | Postgraduate education, graduate medical education or specialty training is used to designate the more or less continuous period of post-basic training which, when it occurs, normally directly follows undergraduate training and is designed to lead to competence in a chosen branch of medical practice | The Euroasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care. <u>Glossary of Medical Education Terms (engl).pdf (ecaqa.org)</u> (achieved on 1 st February 2023) |
| 17 | Training and capacity building: Leadership and knowledge translation | Supporting the development of KT skills and understanding, improving individual and organisational competency. | Bayley, J.; Phipps, D.; Batac, M.; Stevens, E. Development of a framework for knowledge mobilisation and impact competencies. <i>Evidence & Policy</i> 2018 , 14(4): 725-738.doi: 10.1332/174426417X14945838375124 |

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| 18 | Transprofessional education | That includes non-professional health workers might be of even greater importance for health-system performance, especially the teamwork of professionals with basic and ancillary health workers, administrators and managers, policy makers, and leaders of the local community. | Frenk, J.; Chen, L.; Bhutta, Z. A.; Cohen, J.; Crisp, N.; Evans, T.; Fineberg, H.; Garcia, P.; Ke, Y.; Kelley, P.; et al. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. <i>Lancet</i> 2010 , 376 (9756), 1923-1958. DOI: 10.1016/S0140-6736(10)61854-5. |
| 19 | Undergraduate education. | the period beginning when a student enters medical school and ends with the final examination for basic medical qualification. This period of education comprises a pre-clinical and a clinical period. | The Euroasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care. <u>Glossary of Medical Education Terms (engl).pdf (ecaqa.org)</u> (achieved on 1 st February 2023) |