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|  | **Program Manager: Leadership Fidelity Assessment****Self-Assessment** |

 **instructions**

**This tool has two formats that can be used by multiple stakeholders in order to check for fidelity to the leadership behaviors by Managers (While the tool can be used to promote individual practice growth and guide coaching- it was developed as a fidelity tool).**

* **Self-assessment (the format here):** The Manager might want to first complete this tool as a form of self-assessment to see the extent to which they are engaging in key leadership behaviors as they implement, monitor and support the CPM in their agencies.
* **General observation:** Then the Manager might designate observers from their area team(s) to complete this tool regarding the leadership behaviors as they implement, monitor, and support the CPM in their agencies.
* **Specific observation:**  Relevant parts of this tool could be used to observe the leader in a meeting, during an event, or during a crisis.

**Explanation of the tool regarding the rating of bullets**

When engaging in an assessment process, for each of the 14 major areas the four bullet points show behavioral indicators of that area. Rate each bullet point to indicate the extent to which you exhibit that behavior.

The three options are:

* Not At All
* Sometimes
* Consistently

In the box below each set of four bullets list evidence for your rating as well as any other comments you would like to add.

**Your Name-Rating as a Self-Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Foundation** | **Rate each Bullet Point** |
| **Communicates in an open, honest, clear, and respectful in manner** | **Not at All** | **Sometimes** | **Consistently** |
| * Uses understandable language without jargon.
 |  |  |  |
| * Asks and addresses individuals by the name, title, and pronouns they request.
 |  |  |  |
| * Conveys openness through body language with all and shows deference to Tribal Leadership and cultural identity, in particular.
 |  |  |  |
| * Fosters diversity and individual differences in interactions and communication.
 |  |  |  |
| Comments: |

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| **Engagement** | **Rate each Bullet Point** |
| **Creates a learning environment** | **Not at All** | **Sometimes** | **Consistently** |
| * Provides ways for staff to gain CPM skills through training, coaching, and leadership.
 |  |  |  |
| * Creates an environment in which mistakes are seen as opportunities to learn and grow.
 |  |  |  |
| * Fosters a culture of trying new approaches for agency learning and improvement.
 |  |  |  |
| * Establishes both formal and informal opportunities to learn and apply CPM values and principles.
 |  |  |  |
| Comments: |

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| **Engagement** | **Rate each Bullet Point** |
| **Engages staff in implementation and system improvement** | **Not at All** | **Sometimes** | **Consistently** |
| * Includes staff in the creation of the vision and goals of CPM.
 |  |  |  |
| * Communicates vision and goals often.
 |  |  |  |
| * Attends all assigned implementation team meetings and workgroups, takes a leadership role in them and establishes and maintains timely and effective communication between leadership and implementation teams.
 |  |  |  |
| * Encourages staff and recognizes their strengths and contributions to implementation and system improvement.
 |  |  |  |
| Comments: |

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| **Engagement** | **Rate each Bullet Point** |
|  **Shows that he/she cares** | **Not at All** | **Sometimes** | **Consistently** |
| * Listens to staff at all levels to hear their successes, concerns and ideas about implementing CPM within other system improvements (e.g., SOP, CFT, CQI, YSOC, etc…)
 |  |  |  |
| * Helps staff at all levels within their span of control and across the agency navigate implementation setbacks and obstacles through frequent and timely communication and feedback loops.
 |  |  |  |
| * Supports active partner involvement and ensures they are part of ongoing communication and feedback loops.
 |  |  |  |
| * Engages others in working together to solve problems.
 |  |  |  |
| Comments: |

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| **Engagement** | **Rate each Bullet Point** |
|  **Recognizes staff strengths/ successes.** | **Not at All** | **Sometimes** | **Consistently** |
| * Creates regular opportunities to affirm agency strengths and the efforts of staff in daily work.
 |  |  |  |
| * Fosters leadership of staff at all levels; both within and outside of their span of control.
 |  |  |  |
| * Helps staff recognize their strengths.
 |  |  |  |
| * Encourages staff to share their experience and mentor others.
 |  |  |  |
| Comments: |

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| **Inquiry/Explore** | **Rate each Bullet Point** |
|  **Seeks feedback** | **Not at All** | **Sometimes** | **Consistently** |
| * Engages staff and partners (via focus groups, surveys, meetings) to elicit feedback, listen, confirm understanding diverse perspectives, and develop consensus around the strategies/activities for creating solution-based change.
 |  |  |  |
| * Seeks to address issues of perceived agency power/authority between themselves and staff/partners by acknowledging it and demonstrating that receiving honest feedback is more important than maintaining their image.
 |  |  |  |
| * Keeps track of barriers and challenges impacting staff both within and outside of one’s span of control and communicates to staff/partners what challenges are being worked on, which can’t be worked on and why not.
 |  |  |  |
| * Holds regular and frequent supervision meetings with supervisors within their span of control to seek input/develop solutions that affect ability to deliver services w/CPM behaviors. Shares information with other managers in order to ensure feedback reaches all areas of leadership.
 |  |  |  |
| Comments: |

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| **advocacy** | **Rate each Bullet Point** |
| **Promotes advocacy** | **Not at All** | **Sometimes** | **Consistently** |
| * Creates an environment where the voices are heard by concretely providing ongoing opportunities for Tribes, agency partners, staff, youth, families, and caregivers to share their input.
 |  |  |  |
| * Advocates in response to the input of Tribes, partner agencies, staff, youth, families, and caregivers including ensuring this input is considered in agency decision-making.
 |  |  |  |
| * Encourages flexibility and openness to change among staff in all parts of the agency by speaking positively about change efforts and their potential for improving client outcomes and modeling change so that people integrate it into their work.
 |  |  |  |
| * Stays up to date on best practices and collaborates with supervisors on ways to integrate into existing practice.
 |  |  |  |
| Comments: |

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| **advocacy** | **Rate each Bullet Point** |
| **Advocates for resources** | **Not at All** | **Sometimes** | **Consistently** |
| * Reviews initiatives to ensure that key components are congruent with and integrated into the CPM planning and implementation.
 |  |  |  |
| * Realigns all existing resources, and contracts to support CPM in collaboration with other managers and advocates for gaps in staffing.
 |  |  |  |
| * Advocates for the resources needed to support and develop staff, CPM practices and effective, culturally responsive services both within and outside their span of control.
 |  |  |  |
| * In partnership with implementation team, reviews planning goals, timeframes for training, coaching, policy, and practice change so that expectations are clear, and barriers eliminated.
 |  |  |  |
| Comments: |

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| **teaming** | **Rate each Bullet Point** |
| **Builds partnerships** | **Not at All** | **Sometimes** | **Consistently** |
| * Works with the director to build the infrastructure to develop and facilitate ongoing partnerships.
 |  |  |  |
| * Ensures that ethnic and cultural diversity is honored throughout the agency and nurtures partnerships with effective community-based, culturally connected service providers.
 |  |  |  |
| * Nurtures partnerships by initiating, attending, and participating in collaborations with other Divisions in the Agency, Courts and partner agencies as well as inter-agency collaborations to implement, support and sustain CPM.
 |  |  |  |
| * Establishes mutually agreed upon group goals, measurement systems, and conflict resolution processes.
 |  |  |  |
| Comments: |

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| **teaming** | **Rate each Bullet Point** |
| **Works with partners** | **Not at All** | **Sometimes** | **Consistently** |
| * Includes key partners and solicits and includes new partners.
 |  |  |  |
| * Ensures staff within and outside span of control work collaboratively with families; youth; resource families; cultural, community and Tribal representatives as active partners in the local implementation of the CPM and in ongoing policy development and operations.
 |  |  |  |
| * Engages county peers and shares best practices and solutions often.
 |  |  |  |
| * Proactively manages political realities by building alliances and working across boundaries.
 |  |  |  |
| Comments: |

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| **teaming** | **Rate each Bullet Point** |
| **Models teaming** | **Not at All** | **Sometimes** | **Consistently** |
| * Models inclusive decision-making, use of teaming structures and approaches to implement and support the CPM and creates an environment that facilitates the same in staff at all levels.
 |  |  |  |
| * Models/stresses the importance of teaming by developing partnerships and MOUs.
 |  |  |  |
| * Gains cooperation from others to accomplish goals both within and outside of their span of control so that true collaboration takes place in goal accomplishment.
 |  |  |  |
| * Encourages and ensures teaming efforts occur among managers, across divisions, agencies, and external partners.
 |  |  |  |
| Comments: |

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| **accountability** | **Rate each Bullet Point** |
| **Listens and provides feedback** | **Not at All** | **Sometimes** | **Consistently** |
| * Using internal and external communication plans to create a safe environment that promotes sharing.
 |  |  |  |
| * Reviews and identifies next steps for complaints, barriers, and problems within 24 business hours and then engages in a transparent process of inquiry that includes listening to those involved and identifying others who need to be included.
 |  |  |  |
| * Builds on the shared expectations about follow-up and ensures review of relevant data and information to make balanced assessments and informed decisions.
 |  |  |  |
| * Provides timely updates on any findings regarding complaints, barriers/problems, and shares action steps that have been taken to address concerns including why some requested changes cannot be made.
 |  |  |  |
| Comments: |

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| **accountability** | **Rate each Bullet Point** |
| **Monitors organizational effectiveness** | **Not at All** | **Sometimes** | **Consistently** |
| * Identifies and implements a process to monitor for and address workload and staffing gaps.
 |  |  |  |
| * Addresses workload and staffing gaps to ensure staff can meet demands of CPM in caseload.
 |  |  |  |
| * Makes timely decisions to keep implementation moving at a pace that ensures all leadership are engaging in CPM leadership behaviors.
 |  |  |  |
| * Keeps implementation moving at a pace that ensures staff are engaging in CPM behaviors in work with families and partners.
 |  |  |  |
| Comments: |

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| **accountability** | **Rate each Bullet Point** |
| **Monitors practice effectiveness** | **Not at All** | **Sometimes** | **Consistently** |
| * Uses an established CQI process at 3-6 moth intervals to evaluate CPM implementation, model fidelity, and effectiveness.
 |  |  |  |
| * Identifies appropriate technology and implements tools (dashboards, data points, charts) to monitor short and long term outcomes and to measure effectiveness of the CPM behaviors.
 |  |  |  |
| * Engages stakeholders (families, youth, caregivers, Tribes, agency partners) in data collection and evaluation efforts.
 |  |  |  |
| * Supports supervisors and holds each other accountable for sustaining the practice model by ensuring at least monthly supervision meetings at all levels, and including leadership/practice behaviors in performance evaluation, professional development, coaching and mentoring activities, and progressive discipline.
 |  |  |  |
| Comments: |