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|  | **Supervisor: Leadership Fidelity Assessment**  **Self-Assessment Option** |

**instructions**

**This tool has two formats that can be used by multiple stakeholders in order to check for fidelity to the leadership behaviors by Supervisors (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 Supervisor 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 Supervisor might designate observers from their Supervision Unit(s) to complete this tool regarding the leadership behaviors as they implement, monitor, and support the CPM in their agencies. Utilize the corresponding format for this tool.
* **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, leadership and as part of supervision sessions. |  |  |  |
| * 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** |
| * Assists leadership in including staff in the creation of the vision and goals of CPM. |  |  |  |
| * Communicates vision and goals to staff routinely in individual and team supervision. |  |  |  |
| * Establishes and maintains timely and effective communication between staff and implementation teams. |  |  |  |
| * Uses positive motivation, encouragement & recognition of strengths to show support of staff CPM implementation efforts. |  |  |  |
| 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 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. |  |  |  |
| * Collaborates with other supervisors to ensure staff needs are met as they team across practice areas (e.g, PPRT, Supervisors Meeting, Group Supervision, YTCM, Intensive Services Meeting, etc…) |  |  |  |
| Comments: | | | |

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| **Engagement** | **Rate each Bullet Point** | | |
| **Recognizes staff strengths/ successes.** | **Not at All** | **Sometimes** | **Consistently** |
| * Establishes ongoing processes and opportunities to affirm agency org strengths and the efforts of staff in daily work. |  |  |  |
| * Fosters leadership of staff. |  |  |  |
| * 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 the supervisor teams and tells staff/partners what challenges are being worked on, which can’t be worked on and why not. |  |  |  |
| * Holds regular and frequent supervision meetings with staff to seek input and develop solutions that affect ability to deliver services w/CPM behaviors. |  |  |  |
| 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 by speaking positively about change efforts and their potential for improving client outcomes and modeling change so that people know how to integrate it into their work. |  |  |  |
| * Stays up to date on best practices and collaborates with management and fellow supervisors 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. |  |  |  |
| * Helps to realign all existing resources and contracts to support CPM. |  |  |  |
| * Advocates for the resources needed to support and develop staff, CPM practices and effective, culturally responsive services |  |  |  |
| * Enacts planning goals, ensures staff attend training and coaches them, follows policy, and embraces practice change so that expectations are clear, and barriers eliminated. |  |  |  |
| Comments: | | | |
| **teaming** | **Rate each Bullet Point** | | |
| **Builds partnerships** | **Not at All** | **Sometimes** | **Consistently** |
| * Works with management to utilize the infrastructure to develop and facilitate ongoing partnerships. |  |  |  |
| * Ensures that ethnic and cultural diversity is honored and reflected in their team and nurtures partnerships with effective community-based, culturally connected service providers. |  |  |  |
| * Nurtures partnerships by initiating, attending, and participating in individual collaborations with other Courts, partner agencies and other supervisory units within and outside their divisions in the Agency to implement, support and sustain the CPM. |  |  |  |
| * Enacts mutually agreed upon group goals, measurement systems, and conflict resolution processes and reports success and barriers to implementation to management. |  |  |  |
| 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 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 peers in other units, divisions and agencies 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. |  |  |  |
| * Models/stresses the importance of teaming by regularly observing partnerships and sharing observations with management. |  |  |  |
| * Gains cooperation from others to accomplish goals both within their team and with other supervisor led teams so that true collaboration takes place in goal accomplishment. |  |  |  |
| * Encourages and ensures teaming efforts occur among supervisors, across transition points, 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, 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: | | | |
| **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 in supervisory unit. |  |  |  |
| * 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 staff are practicing CPM behaviors. |  |  |  |
| * Works with staff to address challenges in meeting the needs of children and families, including communicating system issues and barriers that cannot be resolved at worker/supervisor level to leadership and/or implementation team for assistance. |  |  |  |
| Comments: | | | |

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| **accountability** | **Rate each Bullet Point** | | |
| **Monitors practice effectiveness** | **Not at All** | **Sometimes** | **Consistently** |
| * Promotes and provides opportunities for staff to understand the 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-term 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 staff and holds each other accountable for sustaining the practice model by ensuring at least monthly supervision meetings with staff, and including leadership/practice behaviors in performance evaluation, professional development, coaching and mentoring activities, and progressive discipline. |  |  |  |
| Comments: | | | |