
STRENGTHENING COLLABORATIVE LEADERSHIP: COLLABORATIVE LEADERSHIP SELF-ASSESSMENT

Collaborative Leadership Self-Assessment

Leaders should use this tool to encourage dialogue about how program partners work together to achieve goals as part of the annual planning process. There are no right or wrong answers; this tool is intended to prompt discussion.

1. What type of leadership structure works most effectively for our community?

- A. Should the leadership team include all program partners or just a core subset?
- B. How will leaders organize themselves in order to get the work done?
- C. Should leaders create committees or sub-committees that are responsible for specific key functions (e.g., enrollment)? How will these committees report into the full leadership team?

2. Who serves on the leadership team?

- A. Are leadership team members representative of the early childhood community? If not, who is missing and what steps will be taken to ensure full participation?
- B. Are leadership team members able to devote time and capacity to planning, managing implementation, evaluating progress and driving improvement for the Community Network Pilot? If not, what needs to change?
- C. Are leadership team members able and willing to communicate to other early childhood leaders and the general public as necessary? If not, what needs to change?

3. What roles and responsibilities does each partner have?

- A. What are the key roles and responsibilities of each leadership team member? Program partner? Supporting partner?
- B. Do all partners feel that their skills and assets are being used in an effective way? If not, what needs to change?
- C. Are all partners clear on what is expected of them? If not, how should these roles and responsibilities be communicated to everyone?

4. How effective are the meetings and/or activities of the leadership team?

- A. Does the leadership team hold regular meetings and/or activities that are focused on achieving goals?
Note that it is recommended leadership teams meet at least once a month. It may be helpful to designate a routine time and place for the leadership team to meet.
- B. Do all leaders have say in the agenda? Is the agenda effective? Do leaders stick to the agenda? If not, what needs to change?
- C. Do leaders cover the key issues (Collaborative Leadership, Teacher Support, Coordinated Enrollment)? Do leaders use meetings to plan and evaluate data to inform improvements, build systems to support teachers and coordinate enrollment? If not, what needs to change?
- D. How are decisions handled? Do all leaders have equal information and equal say in decisions? If not, what needs to change?
- E. Are concerns or differences of opinion handled in an open, fair and transparent way? If not, what needs to change?

5. How do leaders communicate?

- A. Are all leaders clear on the expectations for routine communication among program partners and the leadership team? If not, what needs to change?
- B. Is there an effective process for providing updates to all program partners (e.g., newsletter, phone tree)? If not, what needs to change?
- C. Are all partners aware of who to call if they have questions? If not, what needs to change?