

# MCH LEADERSHIP SKILLS SELF-ASSESSMENT

This self-assessment corresponds to the *Maternal and Child Health Leadership Competencies Version 2.0*, by the MCH Leadership Competencies Workgroup (Eds), Feb. 2007. [http://leadership.mchtraining.net/custom/MCH%20Leadership%20Comp%20doc\\_final\\_1.pdf](http://leadership.mchtraining.net/custom/MCH%20Leadership%20Comp%20doc_final_1.pdf)  
 Please consider the *level of experience* you currently possess in the following areas of professional competence when circling the appropriate response. Provide at least one example of a situation that has given you the experience. (Jot down a few words to remind you of the experience.) When you are finished rating all of the competencies, go back to the ones that you noted to be of *high* importance. If your understanding of or strength in the competency was *low* or *none*, circle the competency to indicate that this is an area for you to work on soon.

## I. SELF

MCH Leadership Competency 1: MCH Knowledge Base												
	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
1. <b>Basic.</b> Use data to identify issues related to the health status of a particular MCH population group. <b>My own example:</b>												
2. <b>Basic.</b> Describe health disparities within MCH populations & offer strategies to address them. <b>My own example:</b>												
3. <b>Advanced.</b> Demonstrate the use of a systems approach to explain the interactions among individuals, groups, organizations & communities. <b>My own example:</b>												
4. <b>Advanced.</b> Assess the effectiveness of an existing program for specific MCH population												

groups.

**My own example:**

## MCH Leadership Competency 2: Self Reflection

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
1. <b>Basic.</b> Articulate personal values and beliefs. <b>My own example:</b>												
2. <b>Basic.</b> Describe predominant communication styles. <b>My own example:</b>												
3. <b>Basic.</b> Recognize that personal attitudes, beliefs, and experiences (successes and failures) influence one's leadership style. <b>My own example:</b>												
4. <b>Basic.</b> Identify sources of personal reward and rejuvenation to sustain productivity and commitment. <b>My own example:</b>												
5. <b>Advanced.</b> Use self-reflection techniques effectively to enhance program development, scholarship and interpersonal relationships. <b>My own example:</b>												
6. <b>Advanced.</b> Identify a framework for												

productive feedback from peers and mentors. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
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### MCH Leadership Competency 3: Ethics & Professionalism

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
1. <b>Basic.</b> Identify and address ethical issues in patient care, human subjects research, and public health theory and practice. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
2. <b>Basic.</b> Describe the ethical implications of health disparities within MCH populations. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
3. <b>Basic.</b> Interact with others and solve problems in an ethical manner. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
4. <b>Advanced.</b> Identify ethical dilemmas and issues that affect MCH population groups and initiate and act as a catalyst for the discussion of these dilemmas and issues. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
5. <b>Advanced.</b> Consider the culture and values of communities in the development of policies, programs, and practices that may affect them. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None

6. <b>Advanced.</b> Describe the ethical implications of health disparities within MCH populations and propose strategies to address them. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
7. <b>Advanced.</b> Document evidence of continuous learning and improvement. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
<b>MCH Leadership Competency 4: Critical Thinking</b>												
	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
1. <b>Basic.</b> Use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policy, and conducting research or training. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
2. <b>Basic.</b> Use a standard approach to the critical review of research articles, addressing such issues as study design, sample size, confidence intervals, and use of appropriate statistical tests. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
3. <b>Basic.</b> Formulate a focused and important practice, research or policy question. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
<p>4. <b>Advanced.</b> Apply important evidence-based practice guidelines and policies in their field.</p> <p><b>My own example:</b></p>												
<p>5. <b>Advanced.</b> Identify practices and policies that are not evidence-based but are of sufficient promise that they can be used in situations where actions are needed.</p> <p><b>My own example:</b></p>												
<p>6. <b>Advanced.</b> Formulate hypotheses or research questions, retrieve information and pertinent data and evidence, complete a comparative analysis, and draw appropriate conclusions to solve a problem.</p> <p><b>My own example:</b></p>												
<p>7. <b>Advanced.</b> Compile pertinent data to develop an evidence-based practice or policy.</p> <p><b>My own example:</b></p>												
<p>8. <b>Advanced.</b> Translate research findings to meet the needs of different audiences.</p> <p><b>My own example:</b></p>												
<p>9. <b>Advanced.</b> Discuss various strategies, including supportive evidence, for the implementation of a policy.</p> <p><b>My own example:</b></p>												

## II. OTHERS

MCH Leadership Competency 5: Communication												
	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
1. <b>Basic.</b> Share thoughts, ideas, and feelings effectively in discussions, meetings, and presentations with diverse individuals & groups. <b>My own example:</b>												
2. <b>Basic.</b> Write clearly and effectively to express information about issues and services that affect MCH population groups. <b>My own example:</b>												
3. <b>Basic.</b> Understand nonverbal communication cues in self and others. <b>My own example:</b>												
4. <b>Basic.</b> Synthesize and translate MCH knowledge into understandable information. <b>My own example:</b>												
5. <b>Basic.</b> Listen attentively and actively. <b>My own example:</b>												

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
6. <b>Basic.</b> Tailor information for the intended audience(s) (consumers, policymakers, clinical, public, etc.) by using appropriate communication modalities (verbal, written, nonverbal). <b>My own example:</b>												
7. <b>Basic.</b> Provide constructive feedback to colleagues, presenters, and students. <b>My own example:</b>												
8. <b>Basic.</b> Develop & share MCH "stories" that are compelling & resonate w intended audiences. <b>My own example:</b>												
9. <b>Advanced.</b> Demonstrate the ability to communicate clearly through effective presentations and written scholarship about MCH populations, issues, and/or services and articulate a shared vision for improved health status of MCH populations. <b>My own example:</b>												
10. <b>Advanced.</b> Employ a repertoire of communication skills that includes disseminating information in a crisis, explaining health risks, and relaying difficult news. <b>My own example:</b>												

11. <b>Advanced.</b> Refine active listening skills to understand and evaluate the information shared by others. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
12. <b>Advanced.</b> Craft a convincing MCH story designed to motivate constituents and policymakers to take action. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None

### MCH Leadership Competency 6: Negotiation and Conflict Resolution

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
1. <b>Basic.</b> Apply strategies and techniques of effective negotiation and evaluate the impact of personal communication and negotiation style on outcomes. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
2. <b>Basic.</b> Develop and maintain positive relationships with colleagues, administrative staff, mentees, and stakeholders. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
3. <b>Advanced.</b> Demonstrate the ability to manage conflict in a constructive manner. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None



## MCH Leadership Competency 7: Cultural Competence

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
<p>1. <b>Basic.</b> Conduct personal and organizational self-assessments regarding cultural competence.</p> <p><b>My own example:</b></p>												
<p>2. <b>Basic.</b> Assess strengths of individuals and communities and respond appropriately to their needs based on sensitivity to and respect for their diverse cultural and ethnic backgrounds and socioeconomic status.</p> <p><b>My own example:</b></p>												
<p>3. <b>Basic.</b> Suggest modifications of health services to meet the specific needs of a group or family, community, and/or population.</p> <p><b>My own example:</b></p>												
<p>4. <b>Advanced.</b> Employ strategies to assure culturally-sensitive public health and health service delivery systems.</p> <p><b>My own example:</b></p>												
<p>5. <b>Advanced.</b> Integrate cultural competency into programs, research, scholarship, and policies.</p> <p><b>My own example:</b></p>												

## MCH Leadership Competency 8: Family Centered Care

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
<p>1. <b>Basic.</b> Solicit and use family input in a meaningful way in the design or delivery of clinical services, program planning &amp; evaluation. <b>My own example:</b></p>												
<p>2. <b>Basic.</b> Enumerate benefits of a medical home model for children, families, providers, health care systems, and health plans. <b>My own example:</b></p>												
<p>3. <b>Basic.</b> Operationalize the "family-centered care" philosophical constructs (e.g., families and professionals share decision-making; professionals use a strengths-based approach when working with families) and use these constructs to critique and strengthen practices, programs, or policies that affect MCH population groups. <b>My own example:</b></p>												
<p>4. <b>Advanced.</b> Ensure that family perspectives play a pivotal role in MCH research, clinical practice, programs, or policy (e.g., in community needs assessments, processes to establish priorities for new initiatives or research agendas, or the development of clinical guidelines). <b>My own example:</b></p>												

5. <b>Advanced.</b> Assist primary care providers, organizations, and/or health plans to develop, implement, and/or evaluate models of family-centered care. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
6. <b>Advanced.</b> Research the impact of family-centered practice models on individual or population health. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
<b>MCH Leadership Competency 9: Developing Others through Teaching and Training</b>												
	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
1. <b>Basic.</b> Recognize and create learning opportunities for others. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
2. <b>Basic.</b> Enumerate goals and objectives of a teaching exercise. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
3. <b>Basic.</b> Appropriately match teaching strategies to identified learning objectives. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
4. <b>Basic.</b> Measure teaching effectiveness. <i>My own example:</i>												
5. <b>Basic.</b> Participate in a mutually beneficial mentoring relationship. <i>My own example:</i>												
6. <b>Advanced.</b> Teach audiences of different sizes, backgrounds, and settings. <i>My own example:</i>												
7. <b>Advanced.</b> Incorporate feedback from learners to evaluate teaching effectiveness. <i>My own example:</i>												
8. <b>Advanced.</b> Give and receive constructive feedback about behaviors and performance. <i>My own example:</i>												
9. <b>Advanced.</b> Identify and facilitate career options and opportunities for mentees. <i>My own example:</i>												

## MCH Leadership Competency 10: Interdisciplinary Team-Building

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
<p>1. <b>Basic.</b> Identify and assemble team members appropriate to a given task (e.g., research question, program, curriculum, clinical care issue).</p> <p><b>My own example:</b></p>												
<p>2. <b>Basic.</b> Develop and articulate a 'team' shared vision, roles and responsibilities.</p> <p><b>My own example:</b></p>												
<p>3. <b>Basic.</b> Facilitate group processes for team-based decisions (e.g., foster collaboration and cooperation).</p> <p><b>My own example:</b></p>												
<p>4. <b>Basic.</b> Value and honor diverse perspectives (e.g., discipline, ethnic, cultural, economic) of team members.</p> <p><b>My own example:</b></p>												
<p>5. <b>Advanced.</b> Identify forces that influence team dynamics.</p> <p><b>My own example:</b></p>												

6. <b>Advanced.</b> Enhance team functioning, redirect team dynamics, and achieve a shared vision. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
7. <b>Advanced.</b> Share leadership based on appropriate use of team member strengths in accomplishing activities and managing challenges for the team. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
8. <b>Advanced.</b> Use knowledge of disciplinary competencies and roles to improve teaching, research, advocacy, and systems of care. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
9. <b>Advanced.</b> Use shared outcomes to promote team synergy. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None

### III. WIDER COMMUNITY

MCH Leadership Competency 11: Working with Communities and Systems												
	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
1. <b>Basic.</b> Participate in basic organizational planning processes such as developing a mission, vision, strategic goals, and activities. <b>My own example:</b>												

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
2. <b>Basic.</b> Develop agendas and lead meetings effectively. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
3. <b>Basic.</b> Develop a simple project budget and timeframe. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
4. <b>Basic.</b> Identify community stakeholders and their extent of engagement in the collaboration process. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
5. <b>Basic.</b> Use data to assist in determining the needs of a population for the purposes of program design, policy formulation, research, or training. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
6. <b>Basic.</b> Interpret situations systemically; i.e., identifying both the whole situation and the dynamic interplay among its parts. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
7. <b>Advanced.</b> Develop a business plan and/or grant, including an implementation plan. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
8. <b>Advanced.</b> Assess the environment to determine goals and objectives for a new or continuing program, list factors that facilitate or impede implementation, develop priorities, and establish a timeline for implementation. <b>My own example:</b>												
9. <b>Advanced.</b> Manage a project effectively and efficiently including planning, implementing, delegating and sharing responsibility, staffing, and evaluation. <b>My own example:</b>												
10. <b>Advanced.</b> Apply techniques of group process to identify and manage fundamental assumptions. <b>My own example:</b>												
11. <b>Advanced.</b> Translate mission and vision statements for different audiences, understanding their different cultures, perspectives, and use of language. <b>My own example:</b>												
12. <b>Advanced.</b> Use negotiation & conflict resolution strategies with stakeholders when appropriate. <b>My own example:</b>												



13. <b>Advanced.</b> Formulate gentle, nonblaming questions to promote an understanding of all levels of a problem or issue. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
14. <b>Advanced.</b> Maintain a strong stakeholder group with broad based involvement in an environment of trust and use an open process. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
<b>MCH Leadership Competency 12: Policy and Advocacy</b>												
	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
1. <b>Basic.</b> Frame problems based on key data, including economic, political, and social trends that affect the MCH population. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
2. <b>Basic.</b> Use data, levels of evidence, and evaluative criteria in proposing policy change. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
3. <b>Basic.</b> Identify a wide range of stakeholders who influence changes in MCH policy. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None

	My current understanding of this competency				The strength of my current competency				How important this competency is to me now			
4. <b>Advanced.</b> Apply appropriate evaluative criteria to the analysis of alternative policies. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
5. <b>Advanced.</b> Analyze the potential impact of policies on diverse population groups. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
6. <b>Advanced.</b> Understand the roles and relationships of groups involved in the public policy development and implementation process, including the executive, legislative, and judicial branches of government at all levels, and interest groups. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
7. <b>Advanced.</b> Formulate strategies to balance the interests of diverse stakeholders, consistent with desired policy change. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None
8. <b>Advanced.</b> Present evidence and information to a legislative body, key decision-makers, foundations, or the general public. <b>My own example:</b>	High	Med	Low	None	High	Med	Low	None	High	Med	Low	None