**Leadership Competency Assessment (use as Pre- and Post-Assessment)**

Instructions: Using the Self-Assessment scale to the right, circle the number that best represents your current skill level for each competency item listed below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Competency Items** | **Competency Level** | | | | |
| **Not at all competent** | **Somewhat Competent** | **Moderately Competent** | | **Highly Competent** |
| **Leading diverse teams** | | | | | |
| Analyze team dynamics and employ strategies to improve team performance towards a common goal. |  |  |  | |  |
| Utilize unique and complementary abilities/scope of practice of different team members to delegate tasks and responsibilities that optimize team performance. |  |  |  | |  |
| Demonstrate the ability to make constructive feedback an effective, welcome, and routine part of team dynamics. |  |  |  | |  |
| Demonstrate the ability to reflect on difficult conversations and identify ways to improve communication skills of self and team in the future. |  |  |  | |  |
| Demonstrate the ability to effectively negotiate and manage conflict between various team members. |  |  |  | |  |
| **Change Management** | | | | | |
| Identify and clarify their own values and vision as related to specific professional projects and demonstrate an ability to effectively share that vision with members of their team to inspire successful change. |  |  |  | |  |
| Demonstrate ability to get stakeholder input when leading through change. |  |  |  | |  |
| Describe the advantages and disadvantages of various leadership styles used in the midst of change and employ different leadership styles as needed to inspire successful change. |  |  |  | |  |
| **Advocacy and Activism** | | | | | |
| Develop and maintain relationships with key legislators and thought leaders in the community to advocate for policy and regulations that support public health and primary care. |  |  |  | |  |
| Understand the process of becoming a thought leader and why this could be important in their career. |  |  |  | |  |
| Develop awareness of current advocacy efforts in primary care and public health at the local and state level. |  |  |  | |  |
| Develop awareness of existing resources and platforms for utilizing/improving advocacy skills for family medicine physicians. |  |  |  | |  |
| Utilize effective communication strategies when educating the public. |  |  |  | |  |
| Develop an awareness of and employ key concepts in community organizing. |  |  |  | |  |
| **Practice Management** | | | | | |
| Demonstrate the ability to interpret clinic and department financial reports. |  |  |  |  | |
| Participate in the process of creating a clinic budget with the medical director of their clinic. |  |  |  |  | |
| Develop an awareness of the various payer types (Medicare, Medicaid, capitated contracts, fee for service, CCO’s, PPOs, HMOs) and how payer mix affects clinic budget and revenue. |  |  |  |  | |
| Develop an awareness of malpractice laws and risk management strategies. |  |  |  |  | |
| Develop awareness of key practices in hiring, training, promoting, and firing personnel and gain experience in recruiting and retaining star performers. |  |  |  |  | |
| Develop awareness of various practice models and identify which models are appealing to them in their future career. |  |  |  |  | |
| Develop awareness of key regulatory issues that affect clinical practice in family medicine: Meaningful Use, HIPPA, Physician Quality Reporting system, etc). |  |  |  |  | |
| Demonstrate skills in job search, interview, and acquisition. |  |  |  |  | |
| Demonstrate skills in compensation, benefits, and contract negotiation. |  |  | . |  | |