

## Culture of Collaboration Assessment

### Common Results Orientation

	4- Exceptional	3- Good Skills, by all accounts can do it	2- Developing	1- Foot in the Door
<b>Common Vision</b>	Intentional <b>direction is</b> clearly defined through desired <b>short-term goals and long-term goals.</b>	<b>Direction</b> clearly defined through desired <b>short-term goals and long-term goals.</b>	<b>Stop-gap goals and vision</b> (Implement a program compared to developing a target for a higher-level state).	<b>Undefined or assumed intentions</b> bring people together (if you ask a group, they would have different perspectives or unknown related to intentionality).
<b>Use of Shared Measures to Monitor Progress</b>	<b>Data used</b> to inform <b>progress</b> towards-goals and identify when <b>goals need to shift. Shared reporting of data</b> monitored amongst all participants, who use <b>common data collection tools</b> or metrics.	<b>Data is collected and mostly used.</b> Majority of participants feel <b>comfortable sharing data.</b> Most metrics align and some common tools are used to collect data.	<b>Some data is collected and used to inform progress.</b> Some metrics align with common vision.	<b>Data is not used to inform action, or if so,</b> most metrics and data collection do not align.
<b>Total Score</b>	___ / 8			
<b>Evidence to Support Ratings</b>	<p><i>Please share some specific examples to support the ratings for Common Results Orientation.</i></p> <p>Have the "why" but not the "what". Need priorities. Still collecting what data are out there.</p> <p>Developing vision - good on big picture, but need to go a layer deeper (we need to determine "our thing")</p> <p>Data - determining priorities; CHNA work can inform.</p>			

## Include

	4- Exceptional	3- Good Skills, by all accounts can do it	2- Developing	1- Foot in the Door
<b>Representation of relevant stakeholders</b>	The effort engages relevant stakeholders, and regularly re-evaluates representation through assessment and outreach.	Stakeholders who are affected by the effort are invited and welcome to take part.	Some stakeholders who are affected by the effort are involved, with an intention of reaching out to others.	Only a narrow set of relevant stakeholders take part, with limited awareness for the need to intentionally include others.
<b>Inclusive Processes</b>	Meetings/processes are reflexively designed with a wide range of learning needs in mind, including learning style, language, accessibility, and diversity.	Meetings/processes are designed with different learning styles and needs in mind.	Meetings/processes are created with regard to the learning needs of the dominant culture of the group.	Meetings/processes are created without regard for different learning styles and needs.
<b>Welcoming Culture</b>	The effort is perceived as welcoming to all and strong norms equalize the voices of all those involved.	The effort is perceived as welcoming to most and supports people to participate.	The effort is perceived as welcoming to some, and some members are more comfortable participating than others.	The effort is not perceived as welcoming by stakeholders.
<b>Clear Roles &amp; Responsibilities</b>	Roles and responsibilities are clear and allow all to meaningfully participate.	Roles and responsibilities are generally clear.	Roles and responsibilities are somewhat clear.	Roles and responsibilities are not well defined.
<b>Total Score</b>	___ / 16			
<b>Evidence to Support Ratings</b>	<p><i>Please share some specific examples to support the ratings for Include.</i></p> <p>Might still be missing some partners: justice system, service providers, Family Tree. Still assessing so much--goal isn't clear.</p> <p>Need more consistent language across partners.</p> <p>Overarching umbrella--connect all the dots, create alignment, targeting focus projects, grand/funding opportunity.</p> <p>Stakeholders - developing, need meat on message, the "what"</p> <p>Inclusive - shared language for clients, need to focus energy here</p> <p>Culture - see North Star, need road to get there</p> <p>Roles - need more clarity</p>			

## Dialogue

	4- Exceptional	3- Good Skills, by all accounts can do it	2- Developing	1- Foot in the Door
<b>Listening and Talking</b>	Exchange of generative ideas where <b>minds can change</b> , resulting in understanding of new positions. <b>Culture of questioning</b> occurs and is productive, resulting in stronger understanding of one's own and others' positions.	<b>Understanding of different positions occurs, with limited generative conversation</b> or change of mind. Exchange <b>may revert to debate or download.</b>	Exchanges function as debates. <b>Ideas are exchanged with goal of winning an argument.</b>	Exchanges are <b>mostly downloads of information and fixed points of view.</b>
<b>Depth of Analysis</b>	Discussions <b>address root causes of patterns.</b> Questioning seeks to understand reasons why patterns exist.	Discussions <b>explore patterns and begin to probe at root causes.</b>	Discussions <b>identify and begin to explore some patterns</b> of problems.	Discussions are relatively <b>superficial</b> , and focused on immediate next steps while <b>patterns remain unexplored.</b>
<b>Conflict Management</b>	<b>Disagreements and conflicts</b> are viewed as a necessary part of active dialogue. Conflicts are named and discussed, creating <b>deeper understanding and connection</b> between discussants.	<b>Conflict allowed and managed</b> without resulting in elevated levels of polarity and tension.	<b>Conflict sometimes accepted/tolerated</b> , and sometimes avoided. When accepted it is managed somewhat effectively, but <b>can result in tension and polarity.</b>	<b>Conflict is either managed unproductively or avoided</b> completely.
<b>Total Score</b>	___ / 12			
<b>Evidence to Support Ratings</b>	<p><i>Please share some specific examples to support the ratings for Dialogue.</i></p> <p>Listening and talking - good understanding of new ideas, haven't had as much opportunity to question and challenge these skills yet.</p> <p>Depth of analysis - have had some discussions of patterns/problems leading to need for Alliance and problems we would like to address, but not yet in depth. Move toward SDoH.</p> <p>Conflict management - hasn't been challenged much, able to hear different perspectives. Example of CYLC and CFF transition, some tension with new membership.</p>			

## Act

	4- Exceptional	3- Good Skills, by all accounts can do it	2- Developing	1- Foot in the Door
<b>Planning</b>	Steps are sequenced backward from a shared goal. Plans have clear timelines, roles, and accountability.	Actionable plans with alignment to some long-term goals. Some attention is paid to timelines, roles, and accountability.	Brainstorming the beginnings of actionable plans.	Unable to brainstorm actionable plans without support, scattered acts of future-oriented action.
<b>Overcoming Barriers</b>	When barriers arise, the group perseveres toward goals, continuing with minimal derailment by shifting or adapting strategies to overcome barriers.	When barriers arise, solutions are eventually found through flexibility and strategy adaptation.	Barriers are identified and some flexibility is demonstrated, solutions not always found or may derail focus from goals.	Barriers are not identified, or if identified, are not overcome and focus on goals may be lost.
<b>Collective Action</b>	<b>Strategies clearly align with a common vision across stakeholders.</b> Strategies are developed and highly collaborative among multiple partners.	<b>Strategies are developed and aligned toward common vision, and most are coordinated among the partners.</b>	Defined strategies exist, with some coordination among partners. Occasionally joint action is inclusive of others' work.	Isolated efforts exist, with most unaware of what others are doing.
<b>Follow Through</b>	Always	Often	Sometimes	Never
<b>Total Score</b>	___ / 16			
<b>Evidence to Support Ratings</b>	<p><i>Please share some specific examples to support the ratings for Act.</i></p> <p>Planning - Formative stages            Overcoming barriers - Pursued funding together            Follow through - People are showing up but need collective follow through. Staffing needs?</p>			

## Learn

	4- Exceptional	3- Good Skills, by all accounts can do it	2- Developing	1- Foot in the Door
<b>Mindset</b>	Growth mindset: failure is seen as a learning experience in the process of continuous improvement	Open mindset: Opportunities are recognized and failure is seen as a threat but not one that stops progress	Avoidant mindset: Failure is feared but does not limit some exploration and experimentation	Fixed mindset: Beliefs about success and failure are rigid and present obstacles to progress
<b>Accessing &amp; Using Effective Practices</b>	Prioritizes, seeks out, and applies to practice a variety of forms of effective practices including academic evidence, practice wisdom, and lived experience	Diverse forms of effective practices are researched and utilized most of the time	Some effective practices are gathered but are not evaluated for relevance, quality, or usefulness	Unlikely to look at effective practices outside their own experiences to inform decisions; Working from assumptions and/or limited sources and experiences
<b>Reflection</b>	Group routinely stops to reflect on what was tried and what lessons can be learned in order to improve future steps.	Group frequently stops to reflect on what was tried and what lessons can be learned in order to improve future steps	Group sometimes stops to reflect on what was tried and what lessons can be learned in order to improve future steps	Group seldom or never stops to reflect on what was tried and what lessons can be learned in order to improve future steps
<b>Total Score</b>	___ / 12			
<b>Evidence to Support Ratings</b>	<p><i>Please share some specific examples to support the ratings for Learn.</i></p> <p>Mindset - Feels like a completely new group, not the leftovers of the hotspotting alliance. New players helps.</p> <p>Practices - Seeking an identity of a health alliance.</p> <p>Reflection - Started with discussions when CFF approached us. Canopy started the ability to reflect.</p>			

## Culture Of Collaboration

	4- Exceptional	3- Good Skills, by all accounts can do it	2- Developing	1- Foot in the Door
<b>Structures &amp; Routines</b>	Ongoing structures and routines are set in place to support processes, policies, and decision-making guidelines, and <b>modified promptly</b> to meet changing dynamics of situations.	<b>Structures and routines are set in place</b> to support processes, policies, and decision-making guidelines.	Some structure and routines are in place to support processes, policies, and decision-making guidelines.	<b>Structures, routines, and norms for interaction are not in place or are unclear.</b>
<b>Financial Resources</b>	Financial resources for the work are pooled, sustainable, and received from multiple sources.	Financial resources for the work are shared, generally adequate, and from multiple sources	Financial resources for the work are aligned and mostly adequate, but only from a singular or short-term source	Financial resources for the work are fragmented and inadequate.
<b>Collaborative Tools, tech and otherwise</b>	Consistent, shared and regular use of high leverage tools that build efficiency/collaboration/connectedness	Frequent use of shared, collaborative tools by many members	Occasional use of collaborative tools by some members	<b>No use, fragmented</b>
<b>Governance Structure</b>	<b>Governance structure is well-defined</b> and matches to needs of group, providing guidance and shared decision-making.	<b>Governance structure is emerging</b> in response to group needs.	<b>The need for a governance structure has been identified in the group.</b>	The need for <b>governance is not yet recognized.</b>
<b>Relationships</b>	Members view each other as assets, with mutually reinforcing needs and trust.	<b>Relationships are built, more ease in communication and understanding, assuming best intentions.</b>	Less concerned about others intentions, Relationships developing and people beginning to share more	Members of the group are skeptical about each other's intentions, lack of transparency, lack of relationships
<b>Total Score</b>	___ / 20			
<b>Evidence to Support Ratings</b>	<p><i>Please share some specific examples to support the ratings for Culture of Collaboration.</i></p> <p>Structure - The hotspotting alliance provided an excellent foundation for culture of collaboration with structures, routines, and expectations, need formality.</p> <p>Funding - developing, but single source</p> <p>Technology - open to new</p> <p>Governance - could use guidance</p>			