

# CLINICAL LEADERSHIP DEVELOPMENT COMPETENCIES DOMAINS AND SKILLS/TASKS

Updated March 2019



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This project was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$6,375,000.00 with 0% percent of the total NCA project financed with non-governmental sources. The contents are those of the author and do not necessarily represent the official views of, nor an endorsement by HRSA, HHS or the U.S. Government. For more information, please visit [HRSA.gov](http://HRSA.gov).

## Clinical Leadership Development Core Competencies

DOMAIN	TASK/SKILL	Instructions	
		Use this list to identify which level of proficiency best describes your behavior relative to this task. If sub-bullets are present, they represent potential specific examples of this behavior.	
A. General & Basic Operations		Rating	Behavioral Examples
A. General & Basic Operations	Demonstrate the ability to work fluidly with governmental units and other funding sources that support health centers (A.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create innovative approaches on how to navigate and leverage relationships with government entities and other funding sources that support health centers</li> <li>• Anticipate how changes in legislation may impact health center operations</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Routinely leverage governmental and other funding agent structures and initiatives to create new opportunities for the health center</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Help develop project and funding applications</li> <li>• Assist with periodic reporting</li> <li>• Communicate as needed on related issues and opportunities</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand governmental/funding source structures, relationships, and requirements pertaining to health centers, including the CHC Program's "19 Requirements" (from HRSA/BPHC)</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the need to work with governmental and other funding sources, but not sure how they impact our health center</li> </ul>
A. General & Basic Operations	Continuously build knowledge and expertise through industry networks (A.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Take leadership role in Clinician Networks, Primary Care Associations (PCA) functions, and NACHC forums/projects</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Coach other members of the clinical team as to why it is important to continuously build knowledge/expertise through appropriate professional networks</li> <li>• Participate in an industry working groups as needed</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Routinely participate in Clinician Networks and appropriate PCA and NACHC activities</li> <li>• Seek to expand my network of clinician contacts</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand PCAs, Clinician Networks, and NACHC, and their relationships</li> <li>• Have a small network of clinician contacts</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the existence of the state PCA, Clinician Networks, and NACHC, but have limited involvement in their activities or programs</li> <li>• Have not yet established a network of clinician contacts</li> </ul>
A. General & Basic Operations	Demonstrate a comprehensive understanding of the unique dynamics of the health center model (A.3)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Take a leadership role in actively advancing the national health center priorities</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Understand forces specifically shaping the delivery of health care for a 5-10 year horizon</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Can explain to health center personnel how health centers fit into state/national health systems</li> <li>• Can describe the dynamics of the health care system at all levels</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Know common health center terminology and appropriate government acronyms</li> <li>• Know reporting requirements</li> <li>• Know the history of the health center movement</li> <li>• Demonstrate Learning behaviors</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Working to understand the history of the health center movement</li> </ul>

A. General & Basic Operations	Demonstrate effective leadership qualities (A.4)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Be an ambassador for accountability, responsibility, and reasonableness</li> <li>• Other health center leaders seek out my advice on leading the center</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Use recognized personality assessment tools and leadership style assessments to optimize leadership effectiveness <ul style="list-style-type: none"> <li>◦ Myers-Briggs Type Indicator</li> <li>◦ DISC analysis</li> </ul> </li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Understand all viewpoints before making decisions, and explain decisions to gain needed acceptance</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Know basic Leadership principles and styles</li> <li>• Describe how Leadership differs from Management</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of effective leadership in the health center, but have no experience in how to use assessment tools to guide me</li> </ul>
A. General & Basic Operations	Actively guide the clinical team toward patient self-management and true patient-centered, integrated care, wellness and health promotion (A.5)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Advocate in the community for patient self-management and true whole-person care, wellness and health promotion <ul style="list-style-type: none"> <li>◦ Speak at wellness events</li> <li>◦ Write blogs for social media</li> <li>◦ Write articles for community publications</li> </ul> </li> <li>• Monitor the industry for innovative approaches to deliver patient-centered, integrated care and leverage patient self-management</li> <li>• Create processes/structure that my team can use for regularly identifying those patients who can best benefit from integrated care</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Have regularly scheduled team meetings and proactively ask team members to identify patients who need multi-disciplinary clinical support</li> <li>• Serve as active mentor/coach for clinical team members</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Guide active integration of related clinical disciplines (oral health, behavioral health, AIDS/HIV services, etc.) and applicable community resources to the full range of patient needs <ul style="list-style-type: none"> <li>◦ Distribute materials in support of integrated care</li> <li>◦ Schedule health center events to educate patients/stakeholders on the importance of self-management and integrated care</li> </ul> </li> <li>• Communicate to clinical team the benefits of integrated care <ul style="list-style-type: none"> <li>◦ Clinical</li> <li>◦ Financial</li> <li>◦ Community</li> <li>◦ Health Center</li> </ul> </li> <li>• Ensure each team member is an ambassador for self-management</li> <li>• Ensure my team works together to deliver whole-person care <ul style="list-style-type: none"> <li>◦ Lead team meetings to discuss patients who need multi-disciplinary clinical support</li> </ul> </li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand the implications that can occur with non-integrated care</li> <li>• Understand the benefits of self-management</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of self-management and integrated care, but have no experience implementing programs around them</li> </ul>

A. General & Basic Operations	Leverage marketing opportunities and social media to continuously enhance the health center's image within the community and among external constituencies (A.6)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Write blogs on a monthly basis concerning primary care issues and how our center is helping to address them</li> <li>• Often requested to speak at industry events</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Lead discussions on relevant social media channels concerning health issues facing community</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Actively seek out and undertake presentations that effectively represent the health center and the health center model to constituent groups and other external parties, in order to advance the health center mission and leverage new opportunities</li> <li>• Use LinkedIn and other relevant social media channels to expand my presence in the community</li> <li>• Make effective presentations as requested to internal and external groups</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Articulate basic public relations principles (including marketing, social media, etc.)</li> <li>• Have basic presentation skills and ability to use presentation software</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of marketing the value and the capabilities of the health center to the community, but have no experience in social media channels to accomplish that objective</li> </ul>
A. General & Basic Operations	Demonstrate advanced proficiency in office technologies (A.7)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Develop new approaches in how to leverage technology to improve the decision making, the actions and the productivity of the health center</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Coach others on how to use electronic technologies to increase their productivity and their decision making</li> <li>• Leverage database tools for optimizing decisions, actions, and opportunities</li> <li>• Possess advanced skill in common software applications <ul style="list-style-type: none"> <li>◦ Excel (macros, pivot tables, IF statements, vlookup)</li> <li>◦ PowerPoint (embedded media)</li> <li>◦ Outlook (task assignment)</li> </ul> </li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Possess a good working knowledge of common software applications <ul style="list-style-type: none"> <li>◦ Excel</li> <li>◦ PowerPoint (transitions and builds)</li> <li>◦ Outlook (automated reminders and scheduling meetings)</li> </ul> </li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Have basic skills in electronic office technologies (word processing, spreadsheet management, etc.)</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the availability and the importance of knowing how to use electronic productivity tools, but not quite comfortable with the technology</li> </ul>
A. General & Basic Operations	Effectively assist or provide oversight in Uniform Data System (UDS) report completion (A.8)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new and innovative approaches to complete clinical and related portions of the UDS reports in a timely and accurate manner <ul style="list-style-type: none"> <li>◦ Checklists</li> <li>◦ Workflow</li> </ul> </li> <li>• Serve as a resource to other health centers on UDS data and improvement</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Coach others on how to complete clinical and related portions of the UDS reports accurately</li> <li>• Provide leadership to improve performance on UDS measures</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Routinely provide assistance or oversight from the clinical perspective in completing UDS reports so that they get completed accurately and on time</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand basic UDS reports, but may need assistance in completing necessary clinical and related entries accurately</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the UDS reporting requirements, but do not know how to complete them</li> </ul>

B. Systems Orientation		Rating	Behavioral Examples
B. Systems Orientation	Utilize both "big picture" and detailed "system thinking" when analyzing issues and making decisions (B.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Anticipate the impact of decisions on the long term strategy of the health center</li> <li>• Develop new tools or templates for evaluating alternatives</li> <li>• Create new methods for locating data and how to analyze its accuracy and importance</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Ask strategic "generative" questions that challenge traditional thinking in order to understand an issue and pose alternatives that create new opportunities</li> <li>• Use a structured process for defining an issue, gathering data, generating and evaluating alternatives, selecting an alternative, and implementing and evaluating the alternative</li> <li>• Coach others on how to assess situations in order to make the most informed decisions about which course of action to pursue</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Identify information needed to make an informed decision about the strategic implications of a specific course of action</li> <li>• Think through the implications of a specific course of action and how it may affect the tactical operations of the health center</li> <li>• Consistently gather information from all stakeholders before making decisions</li> <li>• Use proven tools to evaluate alternatives relative to the needs and requirements of the stakeholders</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Can describe "strategic" vs. "tactical" thinking</li> <li>• Understand the skills needed to make decisions effectively</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the need to understand the strategic consequences of decisions, but do not have the practical experience to understand their impact</li> <li>• Recognize the complexities associated with making decisions</li> </ul>
B. Systems Orientation	Align clinical, tactical operations with the health center's mission, vision, and values (B.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Provide active leadership in creation of long-term goals and measurable objectives for the clinical component of the health center's long-term Strategic Plan</li> <li>• Initiate creative approaches to enhancing the reach of health centers to all customers and stakeholders through: <ul style="list-style-type: none"> <li>o Improved funding</li> <li>o Innovative care delivery models</li> <li>o Alternatives to established health care mechanisms</li> </ul> </li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Guide the clinical team in keeping patients, families, and the community at the heart of decision-making regarding health center services</li> <li>• Coach others on how to ensure that annual goals and objectives are aligned with the health center's long term strategy</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Annually, set and communicate specific and measurable goals and objectives for employees that align with the health center's mission, vision and values</li> <li>• Create a sense of shared mission, vision, values, and goals among all clinical team members</li> <li>• Ensure that employees know how their work contributes to the health center's mission</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Articulate and fully understand concepts of Mission, Vision, and Values, and how these are applied within the health center and its external environment</li> <li>• Understand and commit to the health center's mission of service to under-served populations</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the need to set measurable objectives and goals, but lack experience in aligning those goals to the long term mission and vision of an organization</li> </ul>

B. Systems Orientation	Manage change among the clinical staff as the health center moves into new care models (e.g., the Patient Centered Medical Home model) (B.3)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Break new ground via “disruptive innovation” to create new approaches to clinical issues</li> <li>• Lead the execution of changes resulting from scenario planning and brainstorming sessions</li> <li>• Seek to find new and innovative ways to manage change and share those techniques with others</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Anticipate change by identifying and analyzing potential changes on the horizon</li> <li>• Identify and initiate new opportunities to pursue as a result of the changing health care model</li> <li>• Lead scenario planning sessions to identify possible changes and approaches</li> <li>• Lead brainstorming sessions for new ways to overcome the obstacles of changing circumstances</li> <li>• Coach others on how to align their work to meet changing circumstances</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Communicate the reason for changes in health center operations and how those changes impact the work of each staff member</li> <li>• Create new/modified health center organizational designs to meet mandates/initiatives and optimize clinical effectiveness/efficiency</li> <li>• Focus on the upside to changing situations as opposed to dwelling on the difficulties associated with them</li> <li>• Consistently realign work efforts to meet changing circumstances and priorities</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand the concepts of organizational culture and how these apply within the health center</li> <li>• Know basic planning concepts, as well as the health center’s current Strategic Plan</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware that clinical operations need to change as the center moves into new care models, but not sure how to implement changes without disrupting the culture of the center</li> <li>• View change as an obstacle to productivity at times</li> </ul>
B. Systems Orientation	Actively work to integrate Public/Population Health issues with routine delivery of primary care (B.4)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Take a leadership role in initiatives to continually improve integration of primary care and Public/Population Health</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Actively promote outreach to positively affect broad community health</li> <li>• Guide the clinical team in actively addressing issues related to <ul style="list-style-type: none"> <li>o Health disparities</li> <li>o Health care access</li> <li>o Social determinants of health</li> </ul> </li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Use results of Needs Assessments to set clinical strategy</li> <li>• Discern the value of potential partnerships/strategic alliances</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand Public/Population Health fundamentals (including public health reporting structures) and related local, state, and national dynamics</li> <li>• Know health Needs Assessment concepts, as well as the health center’s current Assessment and priority populations</li> <li>• Understand government channels, mandates, and ethical considerations regarding: <ul style="list-style-type: none"> <li>o Health disparities</li> <li>o Health care access</li> <li>o Social determinants of health</li> </ul> </li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of Public/Population Health fundamentals, but not comfortable being ultimately responsible for aligning our care delivery to meet the needs of the population we serve</li> </ul>

C. Cultural Sensitivity		Rating	Behavioral Examples
C. Cultural Sensitivity	Demonstrate sensitivity to the culture, behaviors, and illness perspectives of the diverse populations served by the health center (C.1)	5 - Expert	<ul style="list-style-type: none"> <li>• Lead development of clinical programs that successfully address health disparities in diverse populations served</li> <li>• Create health education materials that accommodate the varying health literacy levels of patients and family members</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		4 - Skilled	<ul style="list-style-type: none"> <li>• Positively facilitate staff diversity in all clinical roles, including outreach and community health workers</li> <li>• Facilitate culturally-sensitive collaborative relationships with both internal and external providers and groups</li> <li>• Effectively manage conflict arising from cultural issues</li> <li>• Demonstrate Applied behaviors</li> </ul>
		3 - Applied	<ul style="list-style-type: none"> <li>• Deliver a thorough assessment of quality-of-care perceptions of patients and families</li> <li>• Continually improve care of, and relationships with, diverse populations</li> <li>• Adapt health center clinical services to the languages, cultures, and preferences of patients and families</li> <li>• Establish ongoing rapport and positive working relationships with health center staff, patients, families, and community residents from diverse cultural and ethnic backgrounds</li> <li>• Provide health education and other appropriate written materials in a manner consistent with the communication style and health literacy levels of patients and family members</li> <li>• Communicate verbally with patients and family members in their preferred language and communication mode, either directly or through an interpreter</li> </ul>
		2 - Basic	<ul style="list-style-type: none"> <li>• Demonstrate, through self-awareness, a critical understanding of my own personal values relating to culture, ethnicity, and diversity</li> </ul>
		1- Learning	<ul style="list-style-type: none"> <li>• Aware of the need to demonstrate cultural sensitivity (diverse cultures, differing cultural norms, and ethnic differences)</li> </ul>
D. Personnel Management & Teamwork		Rating	Behavioral Examples
D. Personnel Management & Teamwork	Instill a sense of true teamwork among customers/stakeholders (D.1)	5 - Expert	<ul style="list-style-type: none"> <li>• Search for and implement best practices for creating a team-oriented environment</li> <li>• Anticipate and prepare for possible discord with scenario planning</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		4 - Skilled	<ul style="list-style-type: none"> <li>• Effectively direct collaboration and service delivery of the broad clinical team (internal and external)</li> <li>• Create a shared understanding and appreciation of all team member roles/responsibilities, including professionals representing integrated disciplines such as behavioral health, dental services, etc.</li> <li>• Develop a cadence for scheduling formal one-on-ones with team members to discuss projects, challenges, and resolutions</li> <li>• Demonstrate Applied behaviors</li> </ul>
		3 - Applied	<ul style="list-style-type: none"> <li>• Create a clinical environment in which innovation is valued and rewarded</li> <li>• Communicate regularly with my team</li> <li>• Guide shared decision making with stakeholders <ul style="list-style-type: none"> <li>◦ Share all relevant information (as permitted by HIPAA)</li> </ul> </li> <li>• Proactively identify informal ways to meet and discuss relevant issues with specific team members</li> <li>• Determine how best to share information with others in the group</li> <li>• Participate actively in team meetings</li> </ul>
		2 - Basic	<ul style="list-style-type: none"> <li>• Understand common concepts for forming and maintaining a true interdisciplinary team</li> </ul>
		1- Learning	<ul style="list-style-type: none"> <li>• Aware of the importance of effective teamwork, and support other members of the health center team in whatever ways I can when they ask for it</li> </ul>

D. Personnel Management & Teamwork	Facilitate positive and constructive interactions with and among staff, patients, and families (both individually and in groups) (D.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create innovative approaches for interacting with stakeholders in a manner that creates respect and positive responses</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Continuously earn respect from providers, other health center staff, patients, families, and communities</li> <li>• Successfully foster a fear-free environment in which creativity is actively encouraged and mistakes are openly permitted in pursuit of excellence</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Demonstrate “active listening” by summarizing, clarifying as needed, and appropriately reflecting the communications of others</li> <li>• Demonstrate open communication and desire for “win-win” solutions</li> <li>• Demonstrate the ability to give/receive constructive feedback in a positive, and respectful manner</li> <li>• Create a clinical environment in which innovation is valued and rewarded</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand basic communication theory (including concepts regarding semantics)</li> <li>• Understand how to treat staff, patients and family members with honesty and respect</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of creating positive and constructive interactions with everyone involved in the health center</li> </ul>
D. Personnel Management & Teamwork	Effectively carry out all relevant health center personnel management functions (D.3)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Craft a clinical staffing plan for the health center to fulfill objectives</li> <li>• Create a structured template and a series of questions for conducting interviews for key clinical positions in the health center</li> <li>• Develop innovative retention approaches to create a rewarding and fulfilling work environment</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Coach others on how to conduct performance reviews, and how to recruit the best employees and keep them on board</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Conduct real-time coaching/mentoring when I see an opportunity for it</li> <li>• Provide coaching and feedback in a timely, candid, and respectful fashion</li> <li>• Conduct performance reviews</li> <li>• Recognize the effort of individuals and celebrate excellence when observed</li> <li>• Use a variety of methods to attract qualified talent <ul style="list-style-type: none"> <li>o LinkedIn/social media</li> <li>o Employee/manager referrals</li> <li>o Professional societies/associations</li> <li>o Community outreach</li> </ul> </li> <li>• Execute recruiting and retention strategies</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand personnel management fundamentals (managing direct reports, performance evaluation, progressive discipline, etc.)</li> <li>• Can execute effective recruiting and retention strategies with assistance from others</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the responsibilities for effective personnel management in the health center, but have limited to no experience in managing other people</li> </ul>



D. Personnel Management & Teamwork	Demonstrate the ability to effectively carry out general management functions (D.4)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new and innovative approaches to time and project management that can positively impact the execution of clinical functions</li> <li>• Seek and create new ways of organizing work for maximum productivity and to ensure cost-effective and timely project results <ul style="list-style-type: none"> <li>◦ Project management tools and templates</li> </ul> </li> <li>• Recognized as an expert by others – sought out to provide guidance</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Take a collaborative leadership role within the health center regarding organizational planning and coordination</li> <li>• Coach others on how to develop responses to possible scenarios before they occur</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Utilize structured project management techniques to plan, coordinate and execute clinical functions</li> <li>• Assign responsibilities as appropriate to assist in coordination of clinical functions</li> <li>• Monitor execution of assignments to ensure activities are accomplished according to the plan</li> <li>• Consistently plan clinical functions in advance and respond to changing circumstances by modifying the plan</li> <li>• Prepare/lead clinical staff meetings using recognized meeting management techniques</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand the fundamental concepts of time/meeting/project management</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Have limited training or experience with formalized time management and or project management techniques</li> </ul>
D. Personnel Management & Teamwork	Actively advocate for appropriate provider compensation (D.5)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Work with the senior management team to create new and innovative ways to improve compensation for the center and providers that incorporates: <ul style="list-style-type: none"> <li>◦ Risk based contracts</li> <li>◦ Care and case management incentives</li> <li>◦ Shared savings</li> <li>◦ Capitation</li> </ul> </li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Work with other senior managers in the development and implementation of alternate provider performance compensation programs that include productivity, quality, and other organizational priorities, to improve provider recruitment and retention and strengthen the organizations financial stability</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Responsible for, or work with other senior managers, to oversee the implementation and modification of the provider compensation system</li> <li>• Work with provider staff to ensure their input to and understanding of the compensation plan</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand fundamental provider compensation models and their importance in promoting recruitment and retention and avoiding compensation inequity among providers</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of provider compensation models</li> </ul>

D. Personnel Management & Teamwork	Guide the health center's credentialing/privileging activities (D.6)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Submit new ideas to credentialing bodies on how to streamline the credentialing process</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Guide ongoing improvements to the health center's program for credentialing/privileging</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Manage the full credentialing process for the center</li> <li>• Interact with Board of Directors on credentialing/privileging</li> <li>• Ensure that privileges are granted in a timely manner as appropriate</li> <li>• Assess and confirm the qualifications of a health care provider to provide services for the health center</li> <li>• Determine the capabilities of the practitioner to be able to perform the scope of services needed by the center</li> <li>• Make specific recommendations regarding appropriate individuals (e.g., potentially impaired providers)</li> <li>• Monitor the performance of the clinical staff to ensure that privileges should be maintained</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand both general principles of credentialing/privileging, and HRSA requirements on credentialing/privileging</li> <li>• Describe the various elements of credentialing and privileging processes and how they apply to the health center</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of credentialing and privileging to managing the overall risk of the health center</li> </ul>
<b>E. Clinical Management</b>		<b>Rating</b>	<b>Behavioral Examples</b>
E. Clinical Management	Create, implement, and maintain high-performing clinical processes and systems (E.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create tools, processes and systems that ensure consistent delivery of high quality clinical care</li> <li>• Develop/implement innovative disease management programs using all appropriate tools/modalities</li> <li>• Anticipate issues related to regulatory changes that may impact systems or processes</li> <li>• Recognized as a resource for other health centers</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Leverage tools, processes and systems created by other health center leaders that ensure consistent delivery of high quality clinical care</li> <li>• Apply change management techniques when changes in processes and systems are required</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Implement and maintain systems (e.g., open access) that provide optimal access to health center services</li> <li>• Implement and maintain systems that support consistent clinical processes <ul style="list-style-type: none"> <li>◦ Workflow management</li> <li>◦ Productivity optimization</li> </ul> </li> <li>• Implement and maintain processes that support high quality clinical care</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Use systems that support consistent clinical processes</li> <li>• Use systems that provide access to health center services</li> <li>• Understand fundamental health care access issues and related clinic scheduling concepts</li> <li>• Understand concepts and issues related to care planning/management/coordination</li> <li>• Understand basics of the health center's practice management system, and can utilize reports generated by that system</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the need to have processes and systems in place, but no experience implementing and maintaining them</li> </ul>

F. Finance & Reimbursement		Rating	Behavioral Examples
F. Finance & Reimbursement	Use financial tools and systems to effectively manage ongoing clinical operations (F.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create innovative approaches to budgeting that enhances our funding source opportunities</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Use practice management systems, dashboards, etc. to optimize operations and generate clinically-related financial opportunities</li> <li>• Work with other managers to optimize the clinical budget</li> <li>• Coach others on how to analyze and leverage the data in health center financial statements</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Use budgeting tools to generate, track, and maintain annual program budgets for the clinical team</li> <li>• Utilize analysis of financial statements to drive decisions about clinical operations</li> <li>• Actively participate in decisions regarding overall health center financial and budget development</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand essential financial concepts and reporting tools <ul style="list-style-type: none"> <li>◦ Income statement</li> <li>◦ Balance sheet</li> </ul> </li> <li>• Understand basic budgeting principles and requirements regarding major health center funding sources</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the purpose of the income statement and the balance sheet</li> </ul>
F. Finance & Reimbursement	Ensure clinical staff awareness of reimbursement mechanisms and issues (F.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Work with other senior managers to create new and innovative approaches to leverage the reimbursement mechanisms available to the health center</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Act as a resource to other health center managers as an intermediary with the clinical staff</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Work with other members of the senior management team to communicate to the clinical staff the various reimbursement mechanisms important to the center</li> <li>• Work with the clinical staff to ensure they understand their role in maximizing health center reimbursement</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Develop understanding of reimbursement options/issues in health care</li> <li>• Risk based mechanisms</li> <li>• Public and private payers</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Have awareness of reimbursement mechanisms at the health center level, including Prospective Payment</li> </ul>
F. Finance & Reimbursement	Develop clinical component of health center grant applications (F.3)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Identify and pursue new funding options</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Seek out and develop potential programs and ideas for new grant funding</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Develop clinical component of the health center grant applications</li> <li>• Able to justify the funds requested in the grant application</li> <li>• Responsible for monitoring successful implementation of clinical components of grants</li> <li>• Responsible for reporting on clinical components</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Have basic understanding of grant-writing and fund sources (public and private)</li> <li>• Have awareness of the clinical components of the health centers grants (public and private)</li> <li>• Help develop grant applications</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the need to apply for health center grants to fund clinical operations</li> </ul>

G. Quality Management		Rating	Behavioral Examples
G. Quality Management	Actively participate and engage other clinical team members in effectively executing health center Quality Management activities (G.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new tools and techniques to monitor and measure quality programs</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Mentor clinical staff regarding Quality Management (QM) concepts and techniques</li> <li>• Lead the clinical component of the health center's Quality Management program</li> <li>• Advocate on behalf of team for preventing "initiative overload" and QM fatigue</li> <li>• Guide the team in the pursuit of the Quadruple Aim</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Use quality tools and techniques to measure/monitor processes and outcomes and creatively improve clinical performance <ul style="list-style-type: none"> <li>◦ Peer review</li> <li>◦ Selected process improvement models</li> <li>◦ Best Practice Guidelines</li> </ul> </li> <li>• Can differentiate among alternative quality process improvement models while understanding their underlying commonalities</li> <li>• Continually monitor clinical performance through practice guidelines</li> <li>• Leverage best practice guidelines to identify and execute quality management initiatives <ul style="list-style-type: none"> <li>◦ Evidence-based practice guidelines</li> <li>◦ Clinical Decision Support methods</li> <li>◦ National Quality Forum</li> <li>◦ AHRQ National Guidelines Clearinghouse</li> <li>◦ Pursuit of the Quadruple Aim</li> </ul> </li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Know the basics of a Quality Management Plan, and am familiar with the health center's own Plan</li> <li>• Understand traditional QM concepts</li> <li>• Understand "initiative overload" and QM fatigue</li> <li>• Understand both the national Quadruple Aim and the Chronic Care Model</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of quality programs</li> </ul>
G. Quality Management	Use benchmarking to actively identify clinical improvement opportunities (G.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create tools and templates to document process improvement and optimization ideas within our center</li> <li>• Seek out new approaches that will have the greatest impact on clinical outcomes</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Perceived internally as someone who is always considering ways to improve and optimize our processes</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Have a structured surveillance process for identifying clinical process improvement and optimization</li> <li>• Engage the team in evaluating benchmarking data to guide our process improvement initiatives</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand benchmarking</li> <li>• Understand performance metrics and related HRSA requirements</li> <li>• Pursue process improvement and optimization opportunities identified by others</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the use of benchmarking for comparing clinical operations to others, but have not utilized benchmarking data to make substantial changes to clinical operations</li> </ul>
G. Quality Management	Support center accreditation and Patient Centered Medical Home (PCMH) recognition (G.3)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new approaches on how the center can transform its practice and achieve accreditation</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Guide the health center's clinical component in achievement of accreditation and PCMH recognition</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Promote Practice Transformation, the Patient Centered Medical Home (PCMH) care model, and the basis of both in quality</li> <li>• Drive implementation and maintenance of the PCMH care model</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand health center accreditation, PCMH recognition, and the primary organizations that provide recognition: <ul style="list-style-type: none"> <li>◦ The Joint Commission (TJC)</li> <li>◦ Accreditation Association for Ambulatory Health Care (AAHC)</li> <li>◦ National Committee for Quality Assurance (NCQA)</li> </ul> </li> <li>• Understand the impact of practice transformation and the PCMH care model on quality</li> <li>• Demonstrate knowledge of quality infrastructure and its integral importance to PCMH recognition</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the PCMH model and the significance of obtaining accreditation</li> </ul>

H. Health Information Technology		Rating	Behavioral Examples
H. Health Information Technology	Utilize advanced technology concepts beyond EHRs to optimize management of clinical functions (H.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new and innovative approaches to leveraging technology to optimize management of clinical functions</li> <li>• Lead clinical team in ultimately utilizing “big data” techniques to advance optimal care quality and true Population Health</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Lead the clinical team in promoting and utilizing advanced Electronic Health Record-related technology <ul style="list-style-type: none"> <li>◦ Health Information Exchanges (HIEs)</li> <li>◦ Data warehouses</li> </ul> </li> <li>• Lead clinical team in optimizing use of EHR and taking advantage of all related data-driven opportunities (analysis, etc.)</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Can use main functions of the center’s EHR system to retrieve patient data and document assessments/interventions</li> <li>• Guide clinical team in successfully addressing operational issues regarding the health center’s EHR system</li> <li>• Guide staff in helping patients/families appropriately use online tools as part of care plans (including provider/patient communication via secure technologies)</li> <li>• Drive efforts to leverage technology to improve patient care</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand advanced technology concepts beyond EHRs (such as HIEs and data warehouses)</li> <li>• Understand advantages of, and issues regarding, EHRs and their selection/implementation</li> <li>• Understand potential consumer applications enabling patients/families to access health and intervention information online</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the existence of EHRs in a clinical environment</li> <li>• Aware of the existence of HEIs and data warehouses</li> </ul>
I. Legal & Ethical Issues		Rating	Behavioral Examples
I. Legal & Ethical Issues	Lead staff in adopting an ongoing Risk Management mindset/approach (I.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Contribute new ideas on how to mitigate risk associated with provision of health center services</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Lead ongoing modifications / improvements to the clinical component of the center’s Risk Management Plan</li> <li>• Coach others on how to follow proper protocols with respect to the critical components of the health center’s Risk Management Plan</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Ensure that health center staff is aware of and executes the center’s Risk Management Plan consistently across all critical components: <ul style="list-style-type: none"> <li>◦ Quality Management</li> <li>◦ Clinical Management</li> <li>◦ Credentialing and Privileging</li> <li>◦ Patient Records</li> <li>◦ Patient Communications</li> <li>◦ Incident Reporting and Tracking</li> </ul> </li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand Risk Management principles, HRSA’s Risk Management requirements, and be familiar with own health center’s Risk Management Plan</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of managing risk and avoiding malpractice lawsuits</li> </ul>
I. Legal & Ethical Issues	Lead clinical team in ensuring that all patient data is appropriately safeguarded, and that confidentiality is maintained, per HIPAA and other relevant regulations (I.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Leverage technology to create new and innovative approaches to securing and protecting the privacy of patient data</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Network with other agencies to better understand confidentiality</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Consistently communicate to the health center staff the importance of protecting patient information as required by HIPAA regulations</li> <li>• Lead appropriate action to immediately and successfully address identified risk situations arising regarding HIPAA</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand HIPAA and other relevant regulations for safeguarding patient health information and confidentiality</li> </ul>
		<b>1 - Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the legal requirement to keep patient information confidential</li> </ul>

I. Legal & Ethical Issues	Guide the clinical team in actively identifying and addressing general FTCA-related issues (I.3)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new and streamlined procedures for identifying Federal Tort Claims Act (FTCA) issues and how they impact the health center</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Act immediately and appropriately regarding all issues relating to impaired providers</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Assist with the Deeming and/or Redeeming application for the center</li> <li>• Ensure that all health center practitioners have the appropriate credentials and privileges as required</li> <li>• Ensure that all Quality Improvement requirements are met per FTCA guidelines</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand fundamental regulations and issues regarding Federal Tort Claims Act and FTCA deeming</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the Federally Supported Health Centers Assistance Act and the Federal Tort Claims Act, and how the impunity they provide limits risk and liability of the health center</li> </ul>
I. Legal & Ethical Issues	Demonstrate commitment to the highest standards of ethical responsibility (I.4)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create ethical dilemma scenarios/simulations for health center training purposes</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Actively lead health center efforts to meet the highest ethical standards in all health care issues</li> <li>• Guide members of the clinical team in how to address ethical dilemmas</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Consistently and frequently communicate the ethical standards of the health center to the health center clinical staff</li> <li>• Model the ethical behavior advocated</li> <li>• Provide avenue for discussion of ethical issues for staff and managers</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand governmental channels and critical dynamics regarding ethically-related considerations (right-to-life/end-of-life issues, HIV/AIDS services, etc.)</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the importance of maintaining high ethical standards</li> </ul>
<b>J. Advocacy</b>		<b>Rating</b>	<b>Behavioral Examples</b>
J. Advocacy	Advocate (within legal limits) for the role of the community health center with appropriate external entities (J.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new approaches to advocate for the health center</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Actively build positive relationships with, and help guide advocacy efforts between/among other health centers and public health agencies on behalf of the national Quadruple Aim</li> <li>• Guide outreach efforts to educate community residents about specific health center services</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Conduct legislative visits, as appropriate and allowed, with state and federal policy makers to educate them on the role and the importance of the community health center</li> <li>• Help raise community awareness of the center as a vital community resource</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand the roles of state and federal policy-makers in enabling health center operations (both financially and from a regulatory perspective)</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the need to build relationships with stakeholders that enable the operations of a community health center</li> </ul>
J. Advocacy	Guide clinical staff in learning about, and taking an active role in, community mobilization for health (J.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Create new and innovative approaches for mobilizing health services for the community</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Advocate for ongoing clinical excellence among all center sites and with other health center organizations</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Lead clinical staff in understanding the health center "value equation" (improved care/reduced costs)</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand the health center "value equation" (improved care/reduced costs)</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware of the role of the health center in providing health care services to the under-served population in the community</li> </ul>

K. Resiliency & Joy in Work		Rating	Behavioral Examples
K. Resiliency & Joy in Work	Successfully navigate change as a leader and provide support for the clinical team as the health center adopts new initiatives and addresses new care models. (K.1)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Seen as mentor, both internally and with related external parties, in effectively dealing with stressors resulting from environmental or organizational change</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Communicate genuine empathy with the clinical team in regards to their responses to significant change</li> <li>• Coach clinical team in successfully overcoming negative responses to significant change</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Employ self-awareness and Change Management theory in positively managing own responses to significant health care and organizational change</li> <li>• Employ Change Management theory in positively managing clinical team responses to significant changes in health care and the health center organization</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Know Change Management theory</li> <li>• Have understanding of responses to change by self and others</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Have some awareness of responses to change by self and others</li> </ul>
K. Resiliency & Joy in Work	Demonstrate knowledge of both personal and organizational causes/effects of lack of joy in work (K.2)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Identify innovative ways to permanently minimize both personal/relational and organizational/technical causes and effects of lack of joy in work</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Coach clinical team in ways to modify/minimize personal and relational causes and effects of lack of joy in work</li> <li>• Instruct clinical team in ways to modify/minimize organizational and technical causes and effects of lack of joy in work</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Guide staff in learning specifics of personal/relational causes and effects of lack of joy in work</li> <li>• Guide staff in learning specifics of organizational/technical causes and effects of lack of joy in work</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Know personal/relational causes and effects of lack of joy in work</li> <li>• Know organizational/technical causes and effects of lack of joy in work</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Aware that lack of joy in work is a significant organizational problem, but has little knowledge of its causes and effects</li> </ul>
K. Resiliency & Joy in Work	Strive for understanding and actualization of joy in practice, both personally and for the clinical team (K.3)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>• Seen as a mentor to staff and others in successful promotion of ongoing joy in work and resiliency</li> <li>• Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>• Coach staff in ability to identify specific instances of lack of joy in work</li> <li>• Guide staff in knowing how to promote joy in work</li> <li>• Coach staff in stress tolerance and resiliency skills</li> <li>• Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>• Able to identify symptoms of lack of joy in work and lack of resiliency, in both self and staff</li> <li>• Can successfully intervene in instances of lack of joy in work</li> <li>• Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>• Understand fundamental dimensions of stress tolerance and resiliency</li> <li>• Know symptoms of lack of joy in work, in self and others</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>• Generally aware that lack of joy in work is a potentially serious problem, but not knowledgeable about how to prevent/identify/address instances of it</li> </ul>

K. Resiliency & Joy in Work	Leverage Emotional Intelligence theory for the benefit of self and the clinical team (K.4)	<b>5 - Expert</b>	<ul style="list-style-type: none"> <li>Perceived internally and externally as expert in knowledge and routine application of Emotional Intelligence</li> <li>Serve as an educational resource in regards to Emotional Intelligence for related external parties (individual and groups)</li> <li>Demonstrate Skilled behaviors</li> </ul>
		<b>4 - Skilled</b>	<ul style="list-style-type: none"> <li>Coach clinical team in effective use of Emotional Intelligence for the benefit of themselves and the organization</li> <li>Demonstrate Applied behaviors</li> </ul>
		<b>3 - Applied</b>	<ul style="list-style-type: none"> <li>Apply Emotional Intelligence theory in working with clinical team</li> <li>Successfully employ social awareness, positive relationship management, and empathy</li> <li>Demonstrate Basic behaviors</li> </ul>
		<b>2 - Basic</b>	<ul style="list-style-type: none"> <li>Know Emotional Intelligence theory</li> <li>Able to apply Emotional Intelligence theory to self through self-awareness and self-management</li> </ul>
		<b>1- Learning</b>	<ul style="list-style-type: none"> <li>Aware of Emotional Intelligence, but lacks significant knowledge of it</li> </ul>