



The Survey

Critical Success Factor

1. Strategic Leadership

Indicator

1.1. Shape Direction

Do we have a clear, compelling and realistic map to the right destination?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- There is a written statement that clearly outlines who we are, what we do and for whom (e.g. mission statement); it is regularly reviewed and if necessary, revised; the description sets us apart from other organizations.
 - We can describe in detail the people and/or organizations that we want to impact with our programs and services.
 - We have identified a clear need for our programs and services based on reliable and credible information.
- There is a robust and formal direction setting process (e.g. strategic planning) that results in clear strategic direction.
 - We regularly monitor and analyze the changing environment and use that information to set direction and determine activities.
 - There is written statement of what the organization aspires to become or achieve (e.g. vision statement); the vision stretches the organization but is achievable and provides enough detail to inform planning.
 - There are clearly articulated client/program outcomes of our activities; they are described in terms of the change in attitude, behavior and condition (e.g. to quality of life, functional status, safety and health, clinical status).
 - Our organizational goals and strategies are specific, measurable and manageable and are regularly reviewed and if necessary, revised; they are clearly linked to the strategic direction.

Please check one:
Board ____
ED ____
Senior Management ____

of Years with Agency ____



Creating a Culture of Accountability

Within Children's Mental Health Organizations
The Survey (Pilot Test)

Critical Success Factor

1. Strategic Leadership

- There is a formal planning process that occurs at least annually that identifies activities, assigns responsibilities and sets timelines; the plan integrates all programs and services and is clearly tied to our strategic direction.
 - We translate ambitious long-term strategic goals into manageable short term actions.
 - There are a clear set of organizational priorities that are considered to be relevant and manageable by staff and Board members; as opportunities or challenges generate new priorities, there is a process in place to reorder or eliminate other priorities.

Why did you give it the grade?



Critical Success Factor

1. Strategic Leadership

Indicator

1.2 Rigorous Decision-making

Are our decisions incisive, informed and bold at all levels of the organization?

Grade for Indicator

- ___ A – Highly evident within the organization
- ___ B – Mostly present
- ___ C – Some evidence but it is an area that needs improvement
- ___ D – Not at all present
- ___ NS – Not sure

What it looks like...

- We make all major decisions in light of their strategic implications.
- We make tough choices with courage and conviction.
- We consider all the relevant factors before critical decisions are made.
- We consider different scenarios when making decisions.
- There is rigorous debate before reaching consensus.
- We consult appropriately before we make decisions.
- We are very clear about what our organization will not do.
- We utilize different decision-making approaches depending on the nature of the decision.

Why did you give it the grade?



Critical Success Factor

1. Strategic Leadership

Indicator

1.3 Create Capacity

Do we ensure that we have the right capacity (human, financial, infrastructure) to effectively implement new programs, services and/or activities?

Grade for Indicator

- ___ A – Highly evident within the organization
- ___ B – Mostly present
- ___ C – Some evidence but it is an area that needs improvement
- ___ D – Not at all present
- ___ NS – Not sure

What it looks like...

- We regularly inventory and access competencies and assets of the organization.
- We carefully evaluate the capacity requirements we need and have as part of the planning process for any new programs, services and/or activities.
- We have a realistic strategies and actions to address gaps in capacity (e.g. training, upgrading software, hiring new staff, recruiting volunteers, raising money).
- We are able to identify the indirect costs (e.g. management oversight, technology, space) associated with any new programs, services or activities and build them into the budget and organizational plan.

Why did you give it the grade?



Critical Success Factor 2. Performance Culture

Indicator

2.1 Generate reliable information about performance

Do we regularly and rigorously evaluate the right measures?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

Programs and Services:

- We measure the performance of our programs/services based on clear indicators.
- Our evaluation utilizes formal mechanisms (e.g. focus groups, surveys) to look at different levels of effectiveness from number of users to the impact on their lives.
- We evaluate our efficiency in the delivery of our programs (e.g. financial and human costs of delivering against impact received; how quickly it is delivered).
- Our evaluation is an ongoing activity which is built into the core operations.
- We regularly test our performance measurement approaches to ensure they are generating meaningful and practical information and if necessary, adjust them.

Financial:

- We carefully monitor the financial performance of the organization and provide reliable information to Board and senior staff members that allow them to fully understand our financial position.



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Human Resources:

- There is a formal process to review the performance of the Board as a whole as well as individual Board members based on clear and well understood expectations.
- We measure the performance of all staff through regular performance reviews as well as through other formal and informal feedback throughout the year; the review is clearly tied to strategic and annual goals.
- There is a formal process to evaluate the performance of key non-governing volunteers based on clear goals and expectations.
- We measure the performance of committee's, task forces, etc. against clear outcomes and expectations on at least an annual basis.

Why did you give it the grade?



Critical Success Factor

2. Performance Culture

Indicator

2.1 Generate reliable information about performance

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

General:

- There is a short list of closely watched performance indicators that alert us to issues.
- We balance the cost of collection of our information with its usefulness.

Why did you give it the grade?

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Critical Success Factor 2. Performance Culture

Indicator

2.2 Effectively utilize the information about performance to make improvements

Do we take prompt and corrective action in response to the performance information and eliminate or reduce barriers to higher levels of performance?

Grade for Indicator

- ___ A – Highly evident within the organization
- ___ B – Mostly present
- ___ C – Some evidence but it is an area that needs improvement
- ___ D – Not at all present
- ___ NS – Not sure

What it looks like...

- The information generated from the evaluation of programs/services is accessible to all those who need to use it.
- We understand and regularly analyze the information generated by our program/service review and create strategies to make improvements in: programs/services, finances, HR, governance.
- We regularly analyze the information generated by our financial review and create strategies to make improvements.
- We use evaluation information to determine resource allocation, policy direction, system modifications and program delivery.
- The review of Board, staff, volunteers and committees, task forces, etc leads to performance improvement.
- We have ended a program, service or project as a result of our evaluation.

Why did you give it the grade?



Critical Success Factor 2. Performance Culture

Indicator

2.3 Create an environment of innovation

Do we generate new and better ways of doing things and approach challenges creatively?

Grade for Indicator

- ___ A – Highly evident within the organization
- ___ B – Mostly present
- ___ C – Some evidence but it is an area that needs improvement
- ___ D – Not at all present
- ___ NS – Not sure

What it looks like...

- We draw on best (promising) practices and learnings from other organizations/people.
- There are many formal and informal opportunities to share, debate and build on each others ideas.
- We take measured risks and venture beyond our comfort zones.
- We learn from our successes and mistakes.
- We employ techniques that stimulate creativity.
- We challenge assumptions and question the status quo in a constructive way.

Why did you give it the grade?



Critical Success Factor

3. Clear Authority and Responsibility

Indicator

3.1 Delineate and clearly communicate the lines of authority and responsibility

Are the responsibilities and authority of each stakeholder clearly stated and understood throughout the organization?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- Each staff has a job description that clearly states what they are responsible for and the authority they have for making decisions and taking action; the job descriptions are regularly reviewed and if necessary, revised.
- There is a written description of what the Board is responsible for; those responsibilities are clearly delineated from the responsibilities of the Executive Director; it is periodically reviewed and if necessary, revised; all Board members and senior staff are familiar with the description
- There are clearly outlined responsibilities of critical board and committee positions.
- Each committee, task force, etc. has a current written description of its responsibilities and authority to make decisions and take action; each member understands the responsibilities and authority.
- Each program, service and project has a written description outlining who is responsible, who approves and signs off, who supports the activity, as well as who needs to be consulted and informed; it is well communicated to all appropriate people.
- When a task is delegated, the responsibilities are clearly and thoroughly understood by both the person delegating and the delegate.
- We are clear about the mutual authority and responsibilities between us and our:
 - clients/users, funders, partners, sector
- The organization demonstrates it has a larger responsibility to the sector.

Why did you give it the grade?



Critical Success Factor

4. Managed Risk

Indicator

4.1 Anticipate and assess risk

Have we reasonably anticipated all substantial risks and assessed the implications?

Grade for Indicator

- ___ A – Highly evident within the organization
- ___ B – Mostly present
- ___ C – Some evidence but it is an area that needs improvement
- ___ D – Not at all present
- ___ NS – Not sure

What it looks like...

- We diligently consider all the different sources of risk for the organization - including financial, operational, and legal - and to our reputation.
- We estimate our potential exposure, the likelihood of it occurring and determined the acceptable level risk for each potential area.
- In assessing risk we find the balance between reducing risk and taking measured risk in order to solve problems and improve programs.
- We consult with the staff members who are affected by the potential area of risk and they have contributed to the risk assessment.
- Our Board members and senior managers stay informed of changes and events (e.g. legislation, judicial developments) that are relevant to our risk management.

Why did you give it the grade?

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Critical Success Factor

4. Managed Risk

Indicator

4.2 Implement an effective risk management program

Have we developed, monitored and enforced the risk management policies and procedures?

Grade for Indicator

- ___ A – Highly evident within the organization
- ___ B – Mostly present
- ___ C – Some evidence but it is an area that needs improvement
- ___ D – Not at all present
- ___ NS – Not sure

What it looks like...

- There are mechanisms in place to ensure that we abide by all legal and regulatory requirements.
- We have developed clear and concise policies and procedures that cover all areas of risk that are important to us.
- We have a succession plan for our Executive Director and other senior leadership.
- The policies and procedures are adequate for the size and complexity of our operation.
- We regularly review and if necessary revise our risk management policies and procedures.
- We learn from the situations that have happened.
- All those affected by a risk management strategy contribute to its development/revisions.
- Staff and volunteers clearly understand and have easy access to risk management policies and procedures that affect them.
- Staff and volunteers use risk management policies and procedures to help them to do a better job.
- We have effective and efficient processes for dealing with risk related issues when they arise.



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- We enforce compliance by all staff, Board and volunteers with the risk policies and procedures.
- We have the capacity to respond to unanticipated risk.

Why did you give it the grade?



Critical Success Factor

5. Embedded Values and Ethics

Indicator

5.1 Articulate and operationalize clear and comprehensive values and standards of ethics

Are we driven by a set of values and standards of ethics that define the way that staff, Board and volunteers behave and manage relationships?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- We have a written description of our organizational values that speak clearly and strongly to the way we want to operate; they are more than motherhood statements
- There are clearly articulated standards of ethics that are addressed in policies and procedures.
- Board, staff and volunteers can easily access the standards of ethics.
- The values and ethical standards are specific enough to be translated into day to day behavior.
- The values are highly visible and are used in decision-making, setting direction, recruiting staff and volunteers and developing policies and procedures.
- Board, staff and volunteers model the values on a day to day basis.
- There are mechanisms in place to enforce the standards of ethics.

Why did you give it the grade?



Critical Success Factor

6. Transparency

Indicator

6.1 Provide accurate information that is accessible

Do we disseminate the right information to the appropriate stakeholders in a way that balances the need for clear, consistent, truthful, relevant and thorough information?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- We create and maintain reports on a timely basis that meets our disclosure requirements.
- We use a variety of reporting methods (e.g. annual report, newsletter, website)
- The information received by Board and staff members allows them to absorb the key issues/challenges, reach informed judgments and understand the context for decision-making; it also clearly shows performance gaps.
- We ensure that the information is relevant to the intended audience.
- We readily reply to appropriate requests for information.
- Key stakeholders receive information that allows them to understand our mission, values, governance structure, program and financial performance, future directions and decision-making processes.
- We openly discuss bad news and uncertainties when they occur.

Why did you give it the grade?



Critical Success Factor

7. Shared Ownership

Indicator

7.1 Create mutually acceptable expectations

Have each of our staff bought into what they have clearly and specifically promised to achieve?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- All staff members fully understand and believe in the long term vision and values of our organization.
- Staff members have a voice in the creation of each of the long and short term goals that they will be responsible for achieving.
- Each staff member has a real say in how they will achieve the goals and strategies and the support (e.g. training, technology, coaching) and resources (e.g. budget, volunteers) required to achieve them.
- Each staff member agrees to what he/she is to achieve and that they can be achieved within the timeframe set and resources available to them.
- Each staff member uses judgment and discretion in achieving their goal.
- Each staff member has made a public statement (e.g. written and shared with other staff) about precisely what they are responsible for and how they will achieve it; the description is regularly reviewed and if necessary, revised.
- Staff members understand how their areas of responsibility are interconnected with others.

Why did you give it the grade?



Critical Success Factor

7. Shared Ownership

Indicator

7.2 Follow through with positive and negative consequences for meeting expectations

Are all staff members recognized and held responsible for achieving what they said they would accomplish?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- We recognize exceptional performance differently than ordinary performance.
- Each staff and his/her manager negotiate fairly the consequences for achieving and not achieving expectations.
- The consequences for not achieving expectations vary from, for example, resetting expectations and providing different supports to more harsh measures.
- We always respond formally (e.g. in staff reviews) to each staff's success in meeting expectations as well as failure to achieve expectations with the negotiated consequences.

Why did you give it the grade?



Critical Success Factor

8. Engaged Stakeholders

Indicator

8.1 Create meaningful dialogue with critical stakeholders

Does our engagement of critical stakeholders motivate passion and commitment to our organization and ensure responsiveness to them?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- We know who should be engaged in the organization and why.
- Our key stakeholders are ambassadors for and support the work that we do.
- Our key stakeholders regularly provide us with feedback through formal mechanisms about our direction and activities.
- We clearly understand the assets/needs/interests/issues of our key stakeholders.
- We have meaningful dialogue with diverse stakeholders with respect to cultural, ethnic, language, geographic issues, perspectives and abilities.
- We effectively manage multiple (and sometimes conflicting) stakeholder demands.

Why did you give it the grade?



Critical Success Factor 8. Engaged Stakeholders

Indicator

8.2 Build value added collaborations

Are our collaborations and partnerships positive and productive?

Grade for Indicator

- A – Highly evident within the organization
- B – Mostly present
- C – Some evidence but it is an area that needs improvement
- D – Not at all present
- NS – Not sure

What it looks like...

- We share a common set of values and vision.
- We are effectively pooling resources and expertise toward a shared goal.
- We share the risks, benefits and rewards of our efforts.
- Our communities and clients/users are better served through our collaboration.
- We have a positive reputation as a collaborator in the community.
- We do the cost/benefit analysis to ensure each collaboration has an adequate return for the energy and resources expended.

Why did you give it the grade?