



## Equipped and Supported Leadership Team

Respond to the two questions below as a team. The responses to these questions will inform how you respond to the statements for this domain.

**For the purposes of completing this tool, how are you defining "leaders and decision-makers"?**

**What role(s) do your defined leaders and decision-makers play in advancing internal equity efforts?**

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide additional context for your interpretation of domain elements and statements.

### FOUNDATIONAL ELEMENTS

#### Committed

Leaders and decision-makers are champions for health equity efforts.

#### Invested

Leaders and decision-makers are prepared to support and invest in equity efforts.

#### Responsive

Leaders and decision-makers are responsive to the outcomes of an equity process (e.g., assessment, strategic planning, etc.).

#### Knowledgeable

Leaders and decision-makers have:

1. a baseline understanding of concepts like systems, structural racism, implicit bias, and social determinants of health,
2. have begun to examine their own power and privilege, and
3. are committed to furthering their knowledge base and understanding of key concepts.



## Equipped and Supported Leadership Team

### STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know/ Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
<b>Committed:</b> Leaders and decision-makers are committed to internal equity efforts.						
<b>Invested:</b> Leaders and decision-makers have made investments to support internal equity efforts (e.g., financial, dedicated staff, accreditation).						
<b>Responsive:</b> Leaders and decision-makers are responsive to recommendations for change that emerge from assessments, surveys, strategic planning, and/or equity processes.						
<b>Knowledgeable:</b> Leaders and decision-makers have built their knowledge base around key equity concepts (e.g., structural racism, implicit bias, power, and privilege, etc.).						
Domain Score (Optional) = Average of statement scores						
Notes:						



## Equipped and Supported Leadership Team

### DISCUSSION GUIDE

**Instructions:** After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

**Which are your strengths related to an equipped and supported leadership team?**

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

**What are your challenges related to an equipped and supported leadership team?**

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?

### NEXT STEPS

**Consider the identified opportunities, barriers, and ways to leverage your strengths. Where is there energy and momentum around building an equipped and supported leadership team?**

**What are some immediate next steps you want to explore?**

**Who else should be involved to explore these immediate next steps?**

# How to Use the Temp Check

Internal equity work is non-linear and continuous. As such, a health department's progress towards equity will depend on many different factors and contexts. Your team should use the Temp Check in ways that best fit your goals and context.

The Temp Check is organized around the six domains of the organizational transformation cycle listed on the previous page. Starting on page 11, there is a section to complete for each of the six domains. In each section, you will find:



**Foundational Elements:** A short description of the foundational elements of the domain as it relates to equity.



**Statements:** A series of statements about each element of the domain.



**Discussion Guide:** A discussion guide to further explore the foundational elements of the domain.



**Next Steps:** Questions to begin brainstorming next steps.

There is an option to score the statements and create a domain score, if useful for your team's process. To have the fullest picture of your team's current internal equity efforts, it is best to respond to all statements for every domain.

## PROCESS FOR COMPLETING THE TEMP CHECK

The general process for using the Temp Check should look similar no matter your health department's context (e.g., health department size, stage of equity work). This general process is outlined below, followed by ideas for how this process might look different based on your health department's goals and particular context.

1

**Build your foundation** – state your “why”, define your scope, and form a team.

2

For each domain, **review the foundational elements and respond to each statement.**

3

**Use the discussion guide** to examine and reflect on team responses and identify strengths, challenges, and opportunities in your internal equity efforts.

4

**Brainstorm priority activities** to improve your internal equity efforts across domains.

# STEP 1

## Build Your Foundation

Before starting the Temp Check, it is important to set yourself up for success by stating your “why”, defining your scope, and forming a team. These things will likely change over time. For example, the individual who initiates the Temp Check may define a particular “why” and scope to inform who they recruit to join the project team; yet the why and scope may change once the team convenes and gains consensus around how – as a team – they want to use the Temp Check. Your “why”, scope, and Temp Check team will inform each other and should certainly shift as other people engage with the process.

### STATE YOUR “WHY” AND DEFINE YOUR SCOPE

Completing the Temp Check is most useful when you can clearly articulate why you are using this tool and what you are hoping to learn. By defining the goal(s) you have for using this tool, you can more easily define the scope. For example, are you examining the equity journey of a program, team, bureau, division, or your entire agency? Defining your “why” may also help you decide who to include on your team and how to complete the Temp Check.

#### **When stating your “why” consider the following questions:**

- What are we hoping to learn by completing this tool?
- What is motivating us to complete this tool at this moment?
- How are we hoping to use what we learn from completing this tool?

#### **When considering your scope, consider the following questions:**

- Given our “why”, how should we define our scope?
- At what level within our health department should we examine our equity journey (e.g., program, team, bureau, division, agency)?



### STORIES FROM THE FIELD

A state health department going through a reorganization saw an opportunity to center equity at the inception of the new agency. They used the Temp Check to examine the department’s equity efforts and identify strengths to leverage and gaps to address during the reorganization process.

A division of a state health department established a Health Equity Coordinator program and launched a state-wide Health Equity Professional Network using funding from a federal grant. They used the Temp Check to identify technical assistance needs related to their newly-launched programs to share back with the federal agency and inform future tools and resources.

A center within a city health department was beginning the implementation of an equity strategy. They used the Temp Check to understand the department’s equity efforts thus far to ensure their division’s strategy was aligned with other efforts across the department.

## FORM A TEAM

A team of staff representing different roles and levels of decision-making authority should participate in the Temp Check process. The details of the Temp Check process, including how decisions will be made and by whom, should be clear to all team members. It is also important to establish whether these details are already set or if the team is expected to define and develop those process details as a team. A diverse team and transparent process is important, whether the scope of the Temp Check is department-wide or within a division, bureau, or program team.

A good place to start or reinvigorate internal equity efforts is with staff in your Office of Health Equity (or similar office) or with a team leading strategic planning efforts to advance equity. Who completes the Temp Check depends on your context, how you are defining the scope, and what perspectives you need to better understand strengths, challenges, and opportunities to advance equity internally. Keep this front and center as you recruit your team.

### **When identifying staff to participate in the Temp Check process, it is helpful to:**

- Identify at least one person to facilitate the Temp Check, after a process has been agreed on by the team.
- Engage staff most directly impacted by decisions to address equity within your health department (e.g., front line staff).
- Include at least one person on the team with the power and authority to enact change based on the learnings from completing the Temp Check and/or elevate the team's recommendations to leadership.
- Include a range of tenure representation on the team to ensure the most accurate and balanced completion of the Temp Check. This is important so both new and established perspectives on agency culture are included and the long- and short-term history of internal equity efforts are considered.



## STORIES FROM THE FIELD

A city health department leveraged an existing department-wide leadership team to complete the tool. The process was facilitated by a manager on the department's equity team.

A state health department brought together a team of health equity strategists embedded across the department's bureaus to complete the tool.

The Chief Inclusion Officer of a state health agency and a team of equity specialists put forward a list of 25 nominees for consideration. 12 individuals from that list were randomly selected to complete the tool.



## STEP 2

# Respond to Statements

*(Optional: Add Up Responses to Create a Domain Score)*

For each of the six domains, indicate your level of agreement with the statements on a scale from 1 to 4. The process for responding to each statement will depend on how the team has agreed to complete the Temp Check. For example, your team can decide to respond together statement by statement or each team member can respond to the statements on their own to prepare for a larger group discussion.

**Optional Scoring:** A domain score is an average created by adding up your numerical responses for each statement and dividing by the total number of statements to create an average. Discuss as a team the value of scoring the tool and agree on a process for scoring – individually or collectively, anonymously or identified. There is no perfect score. There are no rewards or consequences because of a score. There are only opportunities uncovered for further reflection. The information revealed by the scores and explored through conversation can support health departments in advancing their internal equity work.

No matter the process your team decides on, it is essential to create spaces where individuals can honestly respond to statements and ask questions without fear of retaliation. What does that space look like for your team? There are many best practices you can consider. These might include setting group agreements for how the team will work together, allowing for anonymous responses, and/or engaging an outside facilitator.



### STORIES FROM THE FIELD

A state health department met three times as a team to complete the Temp Check. In the first meeting, the team came to consensus on an approach for completing it. Team members then completed the tool individually. During the second and third meetings, the team went through their individual responses and came to consensus on a group response for each statement.

A state health department had individuals in various bureaus across the department respond to the statements in the Temp Check. Individuals were told to respond to statements with their bureau's culture in mind. Since responses were bureau-specific, responses were intentionally kept separate.

**Scoring Experience:** A local health department facilitated a session where team members provided their individual scores for each statement to the group and their responses for each statement were averaged.



## STEP 3

# Use the Discussion Guide to Reflect on Team Responses for Each Domain

For each of the six domains, there are a series of discussion questions that can help your team further explore each domain beyond the statement responses. The purpose of these additional questions is to facilitate further conversation and for team members to share additional content and context. Importantly, the discussion questions provide an opportunity for team members to fill in knowledge gaps that emerged when responding to the statements based on their tenure and experience at the department, thereby more fully representing the department's internal equity journey. It is essential to create productive spaces for conversation, where individuals can honestly reflect on their responses and what it means for the department moving forward in their internal equity efforts, without fear of retaliation.

**Optional – Using Scores in the Discussion:** *The responses to statements and the total domain score may be useful in informing the discussion. Your team may find the domain score helpful to compare answers, prioritize elements to address, and/or gain consensus.*



## STORIES FROM THE FIELD

The facilitator for a city health department's Temp Check efforts used the discussion guide as a road map for facilitating an in-person discussion and was responsive to the flow and direction of the conversation.

**Scoring Experience:** After submitting scores for the statements and total domain scores anonymously via an online form, a state health department team came together for a facilitated focus group using the discussion guide to further explore their scores.

## STEP 4

# Brainstorm Priority Areas and Next Steps

Once your team completes the Temp Check, it is time to make sense of the data gathered by domain, both the responses to statements and discussion questions. Consider where energy, momentum, and excitement emerged to leverage strengths or address barriers for each domain. You can do this in a several ways: naming major themes, facilitating a discussion about what you have found in a larger team meeting, or comparing findings with agency, bureau, or team priorities. However you decide to review the data, it is the first step in the brainstorming process for potential next steps. The goal is to choose the next step you can pursue to move internal equity efforts forward. We offer a series of questions at the end of the Temp Check to support your choice of next steps.