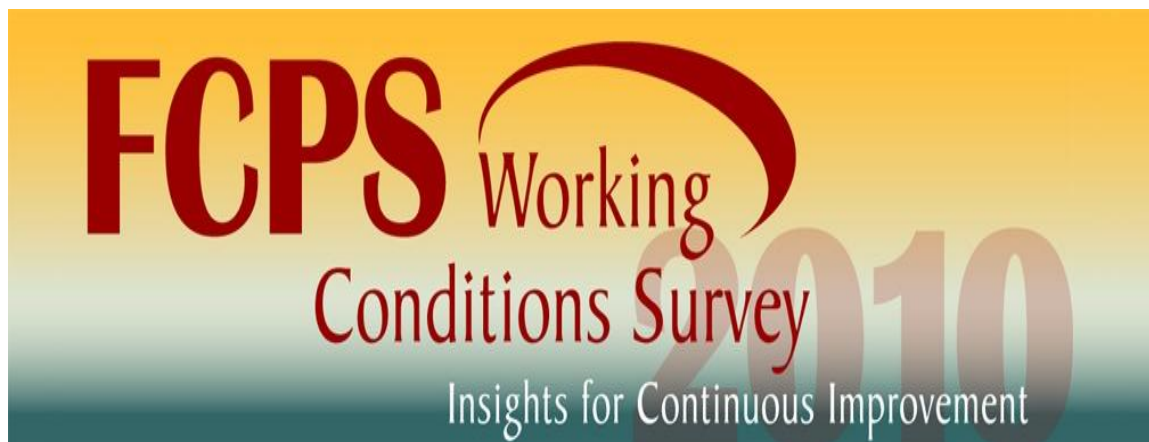


# 2010 FCPS Working Conditions Survey Individual Item Prompts Leadership Construct

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## ***6.2A: There is an atmosphere of trust and mutual respect within the school.***

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Developing and maintaining a trusting relationship between the administration and staff is a critical component to school culture. Interpersonal trust promotes creativity, conflict management, empowerment, teamwork, and teacher leadership during times of uncertainty and change. It is also one of the more difficult challenges facing school staff because of the wide diversity of group dynamics and many variables in constant change within the school community. From the results of the survey, there is evidence that having a trusting leadership was the most important determinant to teachers' decision to stay on the faculty of their schools.

Building mutual respect between the administration and faculty, as with any relationship, requires commitment from both sides. They must bring integrity, reliability, and consistency to their work, along with performing their job duties with high competence. Both must be open and willing to share information, ideas, and concerns, and also be willing to look critically at their own limitations. Effective communication and common goals are essential.

### **Self Reflection Activity**

- Work individually through the prompts on the following page to reflect on your own
- Use the Item Analysis tools to record important points brought up in your discussion

## 6.2 A: Reflections

---

How are you contributing to the building of trust in the school?

- How reliable are you?
- How consistent are you?
- What is your policy with the staff about communicating concerns to you?
- Are you equitable with your time and evaluation among staff?
- Do you evoke a genuine interest in the well-being and care of the staff?
- Are you in frequent communication with groups and individuals across the school?
- What is your ratio of positive to negative comments to staff?
  - An effective ratio is 4:1 positive:negative

How do you perceive the faculty? How do they perceive you?

- Do you perceive them as highly competent, or at least striving for high competence?
- Do you think they see you as consistent? Why or why not?
  - If you do, do they know this? How do you let them know?
  - If you do not, do they know this? How are you addressing this challenge?
- Do you think they are open with you? Why or why not?
- Do you share common goals?
- Do you think they care about you and your well being? Why or why not?

What about the tough times?

- How do you address conflict and the fierce conversations?
- What do you do to repair damaged relationships?
- Do the staff know how you feel?
- How might you be limiting the development of trust among your colleagues?

## ***6.2B The school leadership communicates clear expectations to students and parents.***

---

Uncertain expectations could be stemming from a lack of clarity and ownership of the expectation itself across the staff, or in the communication delivery. Consider first how the expectation was set. Were teachers and administrators both included in the design? Is the expectation in line with the vision and goals of the school and/or the district? Is there equity in the expectation across students and parents?

If an expectation is designed well but falling short in execution, consider how it is delivered. If teachers are delivering the expectation, are they consistent in the interpretation and delivery of the message across the whole school? If it is being upheld by administrators, are they consistent in its interpretation and delivery? How do you know? How are expectations promoted? What rewards are in place for achieving or exceeding expectations? What are the consequences? Are rewards and consequences consistent and equitable? What is the communication vehicle for parents? Is that vehicle equitable and assessable to all?

Are expectations revisited throughout the year? Are expectations given clearly to new faculty and staff?

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

## 6.2B: Reflections

---

Do you know the expectations for students and parents for your school?

- Are you fully aware of the expectations of students and parents at your school?
- If you are not, do you know where to get clarification in a safe manner?
- Do you know the incentives in place to support the achievement of those expectations?

Are you active in the design and implementation of school expectations?

- Do you participate in school activities centered around revisitation of the established expectations?
- Do you communicate frequently with your administration about the effectiveness of the expectations?
- Do you discuss or communicate expectations with the parents of the children you teach?
- How do you measure the effectiveness of expectations in your classroom? How do you reward students meeting or exceeding the expectations?

## 6.2B: Reflections

---

How do you design student and parent expectations?

- Are your expectations founded on sound, established pedagogical practice?
- Is the design of your expectations proactive or reactionary?
- Do you include teachers in the design process? Do you include parents in the process?
- Is your design style autocratic, democratic, or laissez-faire? Is your style the most productive choice?

How do you disseminate expectations?

- How are expectations presented to students and parents? Is that the best delivery method? Why?
- How do you manage achieving consistency in the delivery of expectations across multiple administrators or multiple teachers?
- How do you measure the effectiveness of the delivery?
- Do you plan time to revisit the topic throughout the year?
- Do you maintain an open door policy to discuss this topic with the faculty?
  - Do you know if faculty know you have an open door policy about it?
  - How do you know this?

***6.2C: The faculty are committed to helping every student learn.***

---

Schools are often made up of students from a wide variety of life experiences; ethnic, socio-economic, and cultural backgrounds; learning styles and preferences; and family dynamics that can shape their readiness to learn, motivation and learning styles. Each child brings a unique set of attributes and challenges with them into the classroom. For these children to be successful, all teachers need to be committed to helping each and every student learn.

**Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

## 6.2C: Reflections

---

How do you know if a teacher is committed to helping every student learn?

- What behaviors and actions are associated with or demonstrate the concept of 'commitment'?
- Are issues of commitment uniform across the entire faculty or are there individual(s) who other educators do not believe are committed?

What professional development can be implemented to provide teachers with the knowledge and skills to help all students learn?

- From the survey results, are there professional development topics teachers are in need of to improve their practice of helping all students learn?

## ***6.2D: Teachers feel comfortable raising issues and concerns that are important to them.***

---

The ability to speak candidly about issues and concerns that teachers are facing—amongst themselves and with school leadership—is essential to identifying and addressing classroom and school challenges. Whether these issues are raised is contingent on the response to other questions in this section: an atmosphere of trust and mutual respect, respect as an educational professional, and belief that other educators and the community are supportive are necessary preconditions to teachers' comfort. Having clear, consistent, and effective systems in place to promote and facilitate these communications will improve the likelihood that teachers can raise concerns appropriately and safely.

What systems are in place at your school to support and encourage the discussion of teacher issues and concerns? How do you know those systems are effective?

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

## 6.2D: Reflections

---

What systems are in place at your school to encourage and support the discussion of teacher issues and concerns?

- How are teacher leaders incorporated in these systems?
- Is time set aside to allow for these conversations?
- Are all the leadership staff providing consistent support of these systems? How do you know?
- How are new teachers supported in this area?

Do teachers trust each other, school leadership and the communication systems in place to feel comfortable raising concerns?

- Do all teachers trust these systems or are some groups consistently under represented or not willing to share concerns? How do you know?
- Are there ways the existing system(s) can be improved?
- What happens to these issues? Are they ever addressed? How?

***6.2E: The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.***

---

With so many different duties and responsibilities pulling them in different directions, protecting teachers' time in order for them to focus on teaching and learning issues is essential. Unannounced parent visits; meetings with guidance counselors; meetings for children with exceptional needs; covering for missing teachers; various PLC, team, grade level, and faculty meetings; extracurricular obligations, and staff development can all impact the time teachers have to provide high quality instruction for all students. Responses to questions in the time construct may be relevant – do teachers perceive there is sufficient non-instructional time? How much time do teachers have in an average week to plan and collaborate?

In your reflection of the potential disruptions to teachers' primary obligations, consider areas where systems may be revised or new strategies implemented to improve conditions. Include teachers in the discussion of where they may need leadership support in shielding them from interruptions.

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

## 6.2E: Reflections

---

What systems are already in place to shield teachers from disruptions?

- Are they effective and how do you know?
- Are teachers aware of the steps the leadership already takes to protect their time?
- Are the systems currently in place equitable to all teachers?
- What systems are in place to protect new teachers from disruptions?

Are there ways to empower teachers to participate in the discussion of shielding teachers from disruptions?

- Can they be included on decision making around this issue?
- Are they consulted about their needs?
- Are the needs the same across the entire faculty, or do needs vary?

***6.2F: The school leadership consistently supports teachers when needed.***

---

Consistency is an essential component of developing trusting working relationships, and it takes both the administration and the teachers to make it successful. School leadership must strive to follow through with every aspect of teacher support it promises. To achieve this, leadership must be careful not to commit to unrealistic or unachievable expectations given all the other responsibilities and obligations they already face in a work day. Leadership must be aware of the work of teachers and ensure they are attentive to their needs.

**Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

## 6.2F: Reflections

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What systems of communication do the administrators and teachers have in place?

- Are there ways teachers can communicate their needs and concerns to school leadership in a safe manner?
- Does school leadership have an effective way of communicating needs and concerns to teachers?

Have roles and responsibilities been clearly outlined for both groups and are they both honoring those obligations? How do you know?

Are teachers in the school treated differently? How and Why?

- Are the access policies to school administrators the same for all teachers?

***6.2G: The school improvement team provides effective leadership at this school.***

---

School improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. Effective school improvement planning contributes to overall school performance by:

- Establishing an understanding of the “big picture” of a school's current state, including student achievement, school environment, teacher community, parent community, and administrative issues.
- Reaching consensus across the school community on which needs represent the highest priorities for action based upon the potential to improve overall student and school performance.
- Identifying for implementation goals and strategies, including specific targets, indicators and milestones required to address the school priorities.

**Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion.

## 6.2G: Reflections

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Is there a formalized School Improvement Team (SIT) and what role does it play in developing school policies and practices?

- What decisions is it empowered to make?
- On what issues does it provide input and guidance to administrators?
- Are there requirements at the state or district level that are being followed that explain the role of the site councils? Are they being followed?

Is the SIT the primary way that teachers participate in making collective decisions that impact the school?

Are there reasons that can be identified as to why the SIT is not providing effective leadership?

## ***6.2H: The faculty and staff have a shared vision.***

---

What is the vision of your school? While seemingly easy to answer, this question can have a wide variety of interpretations across a school organization when left unattended. A variety of interpretation leads to inefficiency and disconnectedness in school staff. An unaligned staff can lead to conflicts of interest, duplication of services, omission of services, and damage the relationships and perceptions of the faculty and administration.

To develop a well-aligned faculty, set goals, and solidify objectives, time must be allocated to discuss the intentions of the school, reflect on the existing processes that are in currently place, and discuss strategies to get the school moving towards the identified vision. Participation in the design and discussion of a shared vision also encourages ownership and buy-in of the process and outcomes generated.

### **Table Group Activity**

- The point of this activity is to identify collectively agreed upon school components which can lead to the development of a succinct, shared vision.
- Addressing this topic will take time.
- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above.
- Work individually at first on the prompts, then share your thoughts in a group to further refine the work.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the tools provided in this item to record important points brought up in your individual work and then again when you work in a group

## 6.2H: Reflection Part 1

---

Five years from now, this school has developed into the most admired school in the district. So much so, in fact, that administrators and educators from other schools have been coming into your school to learn from your successes.

- What programs are in place and how are they managed?
- What does the discipline system look like and how is it managed?
- In what ways is our school a great place to work?
- What does the communication between the administration and faculty look like?
- What does the communication between teachers look like?
- What support systems are in place for teachers and how are they managed and utilized?
- How are positive aspects of our school recognized?
- How are challenging aspects of our school addressed?
- What role do parents have in the school and the learning process?
- How is the school involved with the local community?
- How do we support the development of new teachers and the continued development of career teachers?
- What additional areas would you like to add here that are not already listed above?

## 6.2H: Reflection Part 2

---

Compressing the work into a vision statement.

- Using the ideas generated from the first part of the exercise, place the various ideas participants have generated into general topics based on similarity.
- Use the tool provided to organize your topics and ideas
- Assign each participating group to a topic and have them try to capture the essence of the ideas placed in that topic in one or two sentences.
- Share the sentences out to the rest of the participants to get feedback and further refine the work.
- Assemble the sentences designed from the group work into a cohesive school vision.

# 6.2H Part 1 Tool: Brainstorm

Part 1: What you want your school to look like 5 years from now:

# 6.2H Part 2 Tool: Organize and Summarize

Organize your ideal school ideas into topics. Place the topic and all the related ideas in the boxes below.

Topic:



Idea:

Idea:

Idea:

Idea:

Work together to develop one or two sentences that capture the essence of the ideas collected.

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### ***6.2I: The school leadership effectively communicates policies.***

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Effective communication of policies is an important part of school structure. While it would be ideal to hope that a meeting in the beginning of the school year on school policies would be sufficient, the reality is that effective communication of policy requires a continuous process throughout the school year. Other factors can contribute to effectiveness such as method of delivery (email, in person, note), leadership style, timeliness of the information (proactive or reactive), and whether it is communication with teachers, parents, or students.

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

# 6.2I: Reflections

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What resources are around the school to inform teachers of policies?

- What methods of communication does leadership use and are they effective?

What if there is a disagreement that school leadership effectively communicates policies?

- Does disagreement stem from the effectiveness of communication or a lack of communication?
- What are expectations around the amount, type, length of communication on behalf of the faculty?
- Is there an effective and safe way for teachers to communicate back to school leadership?

Are there any issues of communication of policies within the school? External to the school with parents? With students? With the district?

What systems are in place for beginning teachers or teachers new to the school?

## ***6.2J: Teachers are held to high professional standards for delivering instruction.***

---

Holding the quality of instruction to the very highest standards is critically important to the success of all children. It can also be a very challenging level to meet and maintain. Difficulties exist in the interpretation of professional standards across faculty. Often, there can be multiple expectations across state, district, school, and even team and grade levels. Beginning teachers or teachers new to the school may not be aware of certain standards. Some teachers may not be able to achieve high professional standards without professional development, instructional support and continuous formative feedback. Additionally, some school leadership may also need additional professional development to be able to provide this support and feedback.

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

## 6.2J: Reflections

---

What standards are in place at the national, state, district and school level about the quality of instruction and student learning?

- Who determines the standards?
- How are standards communicated to teachers?
- How are standards incorporated into evaluation/
- How are standards incorporated into instructional support?
- Are the different support professionals that work with teachers all framing their work in the same standards? How do you know?
- Are standards equally high across subjects or are their differences?
- Are standards held high for the most challenging classrooms and schools? How do you know?

What systems are in place to support teachers in their development and maintenance of high standards?

- What staff development is in place for improving instructional delivery of teachers?
- What systems are in place to support beginning teachers and teachers new to the district?
- What staff development is in place for school leadership?
- What kinds of feedback do teachers receive about their instructional standards and how often does it occur?
- How are support professionals throughout the district involved in the support of high standards?

## ***6.2K Teacher performance evaluations are handled fairly in my school.***

---

Teacher performance evaluations should not just be a formality for state compliance. When properly utilized, they can provide important, informative, intervallic feedback on the successes and areas for improvement of a teacher. When considered across an entire staff, topics for future staff development can emerge. It can also be an opportunity for administrators and teachers to have meaningful discussion about school conditions, challenges, and successes in their work.

In reflection of this survey item, consider what the definition of 'fairly' may mean. Who at the school does the evaluations of teachers? Is there consistency across all of the evaluators in the definitions and expectations of staff? Do teachers get feedback from evaluators and is it meaningful? Are expectations set following evaluations for future areas teachers can focus on? How are new teachers trained in these procedures and expectations?

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion.

## 6.2K: Reflections

---

The evaluation process is consistent and efficient.

- Teachers are given ample notice prior to an evaluation (if they need to be notified)
- All teachers understand the evaluation process.
- Administrative staff have an internal process in place to maintain equality and consistency in evaluations across school staff.
- Peer observers are trained in the evaluation process.
- New teachers are trained on the process.

The process for feedback to teachers is sufficient.

- Does the evaluation tool used effectively capture the role of the person being evaluated?
  - If not, how can the evaluator supplement?
- Is the evaluation process valued? why or why not? What can make it more valuable to teachers?
- Is feedback timely?
- Feedback discusses the range of a teacher's work, including strengths and areas of need
- Teachers feel like they can discuss the evaluation process with their administrators
- Feedback from administrators often leads to follow-up interaction at a later time to revisit areas of focus which were identified in the evaluations

## ***6.2L: Teachers receive feedback that can help them improve teaching.***

---

The complexity of teaching necessitates consistent feedback to improve teacher practice. Feedback can help teachers to reflect on their practice, consider alternative teaching approaches, and ultimately enhance teacher effectiveness.

The messenger, manner, delivery, and context in which this feedback is provided are critical to move from feedback to improved practice. Care must be taken by leadership and those who provide teacher feedback that their input is constructive, timely, and specific. A well developed professional rapport built on effective communication, common goals, and frequent interaction between leadership and teachers is critical. Follow up from feedback can encourage teachers to modify their teaching practice.

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
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## 6.2L: Reflections

---

What systems are in place to provide teachers with feedback about their practice?

- How often are teachers observed and how often do they receive feedback about their work?
- Is there a difference between formal and informal observations? Are teachers aware of these differences?
- Who provides feedback to teachers? Who follows up on this feedback?
- Is time set aside to meet with teachers about their practice?
- Is the feedback given in a timely manner with regard to when the teachers were observed?
- Is there consistency across all of the leadership with this process and implementation?

What is in the feedback?

- Does the feedback contain very specific information which can be used for refinement of teacher practice?
- Is the feedback based on data and evidence?
- Is feedback usually positive, negative, both, or neither?
- Would teachers' perceptions of feedback be similar to leadership's? Is it similar across different subjects, grades, etc.? Is it consistent across types of teachers and leaders?
- How does this impact the intent of the feedback? How does it impact utilizing it to change practice?

What sorts of input do teachers have in the feedback process?

- Have they been included in the design of this process?
- Do they have access to leadership for further discussion of feedback?
- Do they have a safe way to provide leadership with their thoughts on the feedback process?
- Are they given time to work independently or in PLCs on the feedback?

How are new teachers supported with feedback ?

## ***6.2M: Staff members are recognized for accomplishments.***

---

Staff members need to be acknowledged and recognized for the accomplishments they make throughout the school year. This includes not just teachers, but support staff and school leadership as well. Recognition from colleagues and leadership can have meaningful and lasting effects on staff morale, confidence, and motivation. It is an important component of collegial interaction.

### **Table Group Activity**

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

# 6.2M: Reflections

---

Who gets recognized for their work at the school?

- Is it always the same people?
- Are support staff recognized?
- How is school leadership recognized?

Who is included in recognition of staff?

- Do teachers have input into who is recognized?
- Who selects teachers for recognition?

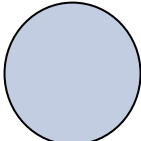
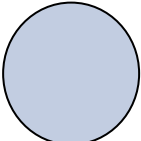
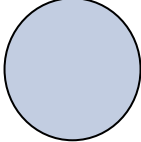
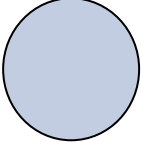
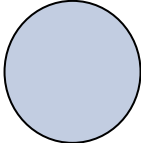
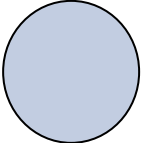
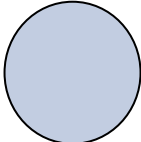
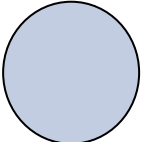
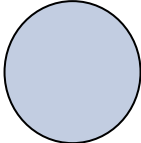
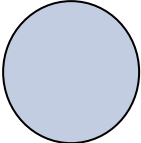
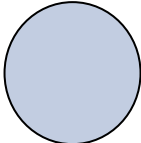
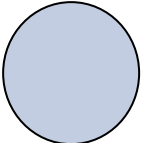
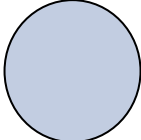
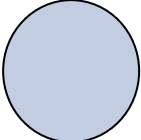
How often does recognition occur?

- is it public or private? Are there advantages or disadvantages to either?

What are school staff's expectations for recognition? How do you know?

What are some ways staff can be recognized that would be meaningful and cost effective?

6.4 A-G The school leadership makes a sustained effort to address teacher concerns about:

Topic	Score	What would you prefer to work on?
6.4A: Leadership		
6.4B: Facilities and Resources		
6.4C: The Use of Time		
6.4D: Professional Development		
6.4E: Empowering Teachers		
6.4F: Student Conduct and Safety		
6.4G: Community Support		

\*Please note that the higher the score, the higher and healthier teacher perception is about how the administration tends to this area

## Table Group Activity

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- Examine the score results from the survey and record them on the worksheet for item 6.4.
- Based on the data, determine which areas you would like to focus on.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
  - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion

## Interpreting 6.4 A-G Items

What aspects of this support topic are being addressed by the administration?

- How does the administration currently support the concerns of teachers in this area?
- Who in the school provides you with the most support and what does it include?
- Where applicable, how frequent is the support?
- How do teachers convey a need for support in this area?

What would be ideal?

- If teachers could set up the perfect support system for this topic, what would it include?
- What is the frequency of service?
- What supporting materials would be available?
- What staff development would it include?
- How would teachers communicate needs to the administration?
- Could any support come from colleagues, and what would it look like?

## Interpreting 6.4 A-G Items

### Challenges to achieving the ideal

- What conditions/logistics/limitations stand in the way of achieving the ideal support in this area?
- What aspects of communication with colleagues, teachers, and administrators limit the ability of the administration from supporting more effectively?
- How does time affect the support?

### Solutions to overcoming the challenges

- In what ways can teachers communicate differently to administrators about their concerns?
- In what ways can scheduling and time be modified to address these areas?
- What sorts of in school and district staff development may contribute to the solution?
- Are there systems that could be put in place to better facilitate support in this area?

### How to assess the impact of new modifications:

- How will you measure change in the support of this area?
- How frequently do you need to visit it throughout the year?
- Is there a system teachers can voice concerns safely throughout the year?

### ***6.5: Overall the school leadership in my school is effective.***

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Many factors can contribute to the response of this question. Perhaps most importantly is how school leadership is defined. While the principal is certainly an important component of school leadership, they are not the only representative of school leadership. Principals, assistant principals, team leaders, subject leaders, and grade level leaders can all influence how this question is addressed. Identifying who leaders are within a school and how leadership is distributed is important in understanding leadership.

As you reflect on overall leadership, consider what are teachers' expectations for effective leadership? Are there areas where leadership is more effective than others? Are there areas where teachers continue to have concerns that are not addressed?

For specific areas of leadership effectiveness, use the prompts throughout the rest of the leadership construct.