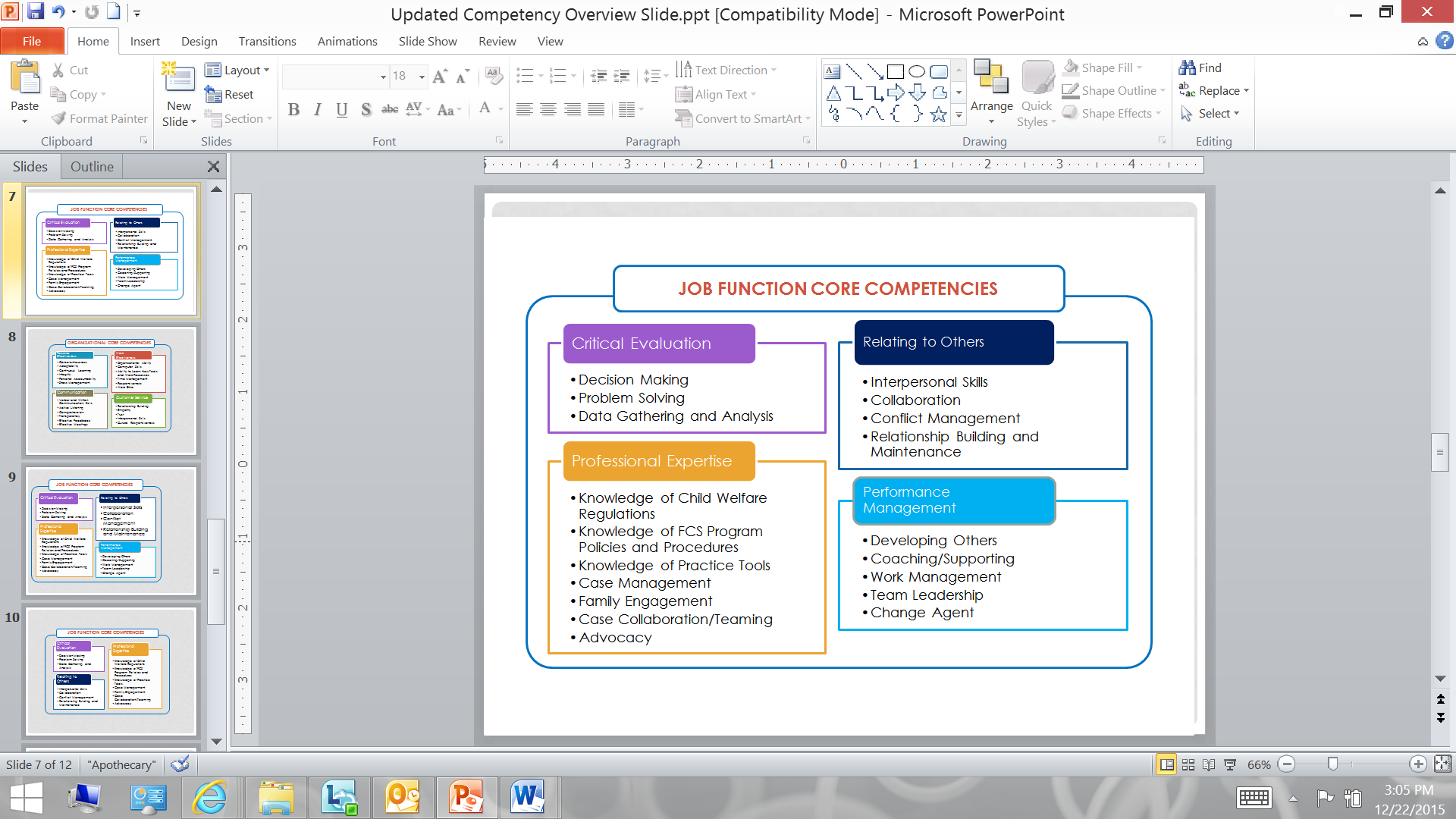
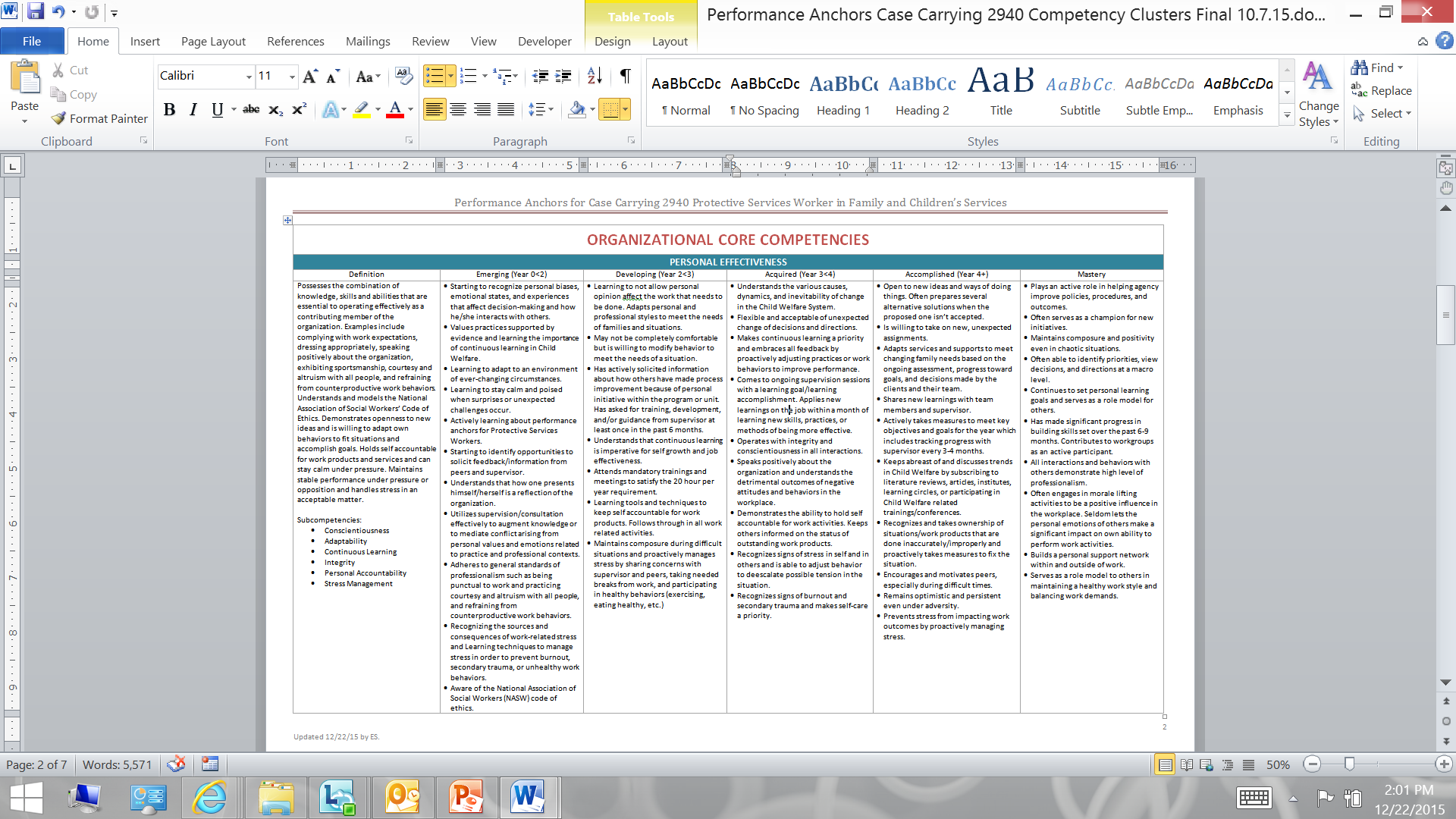
Quick Start Guide: How to use the Performance Anchors

* Familiarize yourself with the competency definitions prior to meeting with staff.
* Select the appropriate proficiency level based on the staff tenure to identify the behavioral indicators that should be acquired within the performance year. For example, someone who has been an FCS 2944 Supervisor for 3.5 years would fall under the acquired proficiency level and should measure himself/herself against all the behavior indicators in that column for all competencies.
* Review the expected behaviors within that column for all competency clusters in order to set expectations, create SMART goals, evaluate performance, and coach staff.
* When evaluating performance for the formal appraisal process, utilize the performance anchors in conjunction with the performance appraisal form to assign ratings.

**Overview of the Performance Anchors**





Behavioral Indicators

Proficiency Levels

Competency Definition

Subcomptencies: the combination of competencies (knowledge, skills, abilities, behaviors, and values) that are required to achieve proficiency in the competency cluster

Name of Competency Cluster

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| --- | --- | --- | --- | --- | --- |
| **ORGANIZATIONAL CORE COMPETENCIES** | | | | | |
| **PERSONAL EFFECTIVENESS** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Has sense of presence and recognizes how personal emotions affect the work environment and adapts accordingly. Maintains integrity and conscientiousness in all interactions. Adapts to changing circumstances by modifying own behavior and attitude to fit situations and accomplish goals. Open to new ideas and ways of doing things and often serves as a champion for new initiatives. Has a desire to do a task well and is accountable for own actions. Demonstrates willingness to develop professionally. Understands and models the National Association of Social Workers’ Code of Ethics. Maintains stable performance under pressure or opposition and handles stress in a professional manner.  Subcompetencies:   * Conscientiousness * Adaptability * Continuous Learning * Integrity * Personal Accountability * Stress Management | * Learning about personal biases, emotional states, and experiences that affect how he/she interacts with others and how these impact decision-making. * Has a desire to make a positive contribution to the workplace. * Able to modify behavior to fit the needs of a situation but may not be fully comfortable with change. * Learning to look for ways to make improvements and suggestions to agency practices and policies. * Learning about existing work groups to determine which work group best fits their skillset. * Work unit may be operating with unclear priorities or direction. * Learning about the major responsibilities of a supervisor and how to accept responsibility for the team’s performance. * Aware of the NASW code of ethics. * Learning to manage stress within the work unit by actively identifying practices that help reduce stress in the workplace for self and team members. | * Learning to not allow personal opinion affect the work that needs to be done. * Remains optimistic and calm even in crisis situations. * Learning to adapt to an environment of ever-changing circumstances. Understands that own flexibility and adaptability must be modeled for staff. * Embraces opportunities to learn but may not have made continuous learning a priority for self. * Learning to implement new ideas or practices and continues to seek guidance on how to do so effectively. * Starting to model what he/she expects of others in some competencies. * Learning tools and techniques to keep self and others accountable for work products. * Maintains stable performance under pressure and has been coaching some team members to manage stress levels. * Builds personal support system within and outside of work to maintain a healthy emotional state. | * Recognized as someone who demonstrates a desire to improve the outcomes for families and staff. * Sets personal example of what he/she expects from others in most competencies. * Understands the various causes, dynamics, and inevitability of change in the child welfare system. * Comfortable with changing direction midway through a project or implementation of a decision. * Can manage and monitor change in a manner that limits resistance and encourages continued productivity. * Understands that continuous improvement is a priority and makes efforts to improve team or program processes at least once every six months. * Demonstrates the ability to hold self accountable for work activities. * Demonstrates high stress tolerance level and provides a positive work environment for staff even during setbacks. * Regularly checks in with staff to ensure they are in a balanced emotional state. * Protects time for self and staff from unimportant or low priority activities. * Helps team members understand how trauma and emotions influence decisions within themselves and the families they work with. | * Shares information on new policies, practices, and learnings with staff through email, team meetings, and one on one conversations at least once a month. * Actively seeks out continuous learning activities to help self, team, and program improve outcomes. * Effectively implements new policies or practices within the team. * Coaches others to effectively navigate ever-changing situations. Understands and applies strategies to help staff adjust to change and continue to function effectively. * Remains optimistic and persistent even under adversity. * Stays connected to latest practices and industry news through various channels and networking contacts. * Solicits periodic feedback to continually improve quality of own work. * Creates a calm atmosphere for team members to de-stress when necessary. * Able to diffuse tension and actively engage staff in self-care activities. * Stays calm and provides positive work environment for the team even during crises and recovers quickly from setbacks. * Recognizes signs of burnout and helps staff make self-care a priority. | * Empowers and encourages team members to share ideas on how to improve processes. * Supports staff when they are interested in learning opportunities. * Often able to identify priorities, see the big picture, and work with others to achieve agency goals. * Coaches and works with team in being more flexible and open to change. * Often serves as a champion for new initiatives. * Fosters climate which allows team members to trust supervisor and feel supervisor is capable, supportive, optimistic, and operates with integrity. * Models self care and healthy work habits. * Coaches staff on how to build a personal support system within and outside of work to maintain a healthy emotional state. Prevents burnout of staff by actively recognizing signs of burnout and addressing it proactively. * Coaches team on addressing adversity professionally. |

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| **COMMUNICATION** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Clearly receives and conveys information and ideas to others in an engaging manner and helps them understand and retain the message. Invites and listens to feedback and shares appropriate information with managers and staff through a variety of methods. Prepares well-organized and accurate documents, and various correspondences. Speaks with confidence and professionalism to individuals and groups of people.  Subcompetencies:   * Verbal and Written Communication Skills * Active Listening * Comprehension * Transparency * Effective Feedback | * Learning to speak with authority and professionalism in front of small and large groups of people. * Written communication skills are good, but documents or correspondence may not yet be concise and logically organized. * Learning how to ask the right questions to gather information from others. * Learning how to be sensitive to staff communication styles when providing coaching and feedback. * Needs guidance and support to manage difficult conversations with families, staff, managers, or other professionals. * Learning the balance between confidentiality and transparency in talking to clients, staff, stakeholders and partners. | * Embraces opportunities to improve communication skills with on the job experiences, soliciting feedback or through formal training. * Makes very few grammatical and spelling mistakes in all forms of correspondence. * Communication may not always be clear and can sometimes need additional explanation. * Has learned a few different techniques to provide positive and constructive feedback to staff and applies them at least once a month. | * Clearly receives and conveys information and ideas to others in an engaging manner. * Writes with few errors and practices sensitivity in all correspondences. * Able to have difficult conversations with families, staff, managers, or other professionals. * Listens attentively to others and asks appropriate questions. * Has a solid grasp of the majority of staff’s preferred communication style and adapts own style to engage staff when communicating with them. * Able to facilitate discussion to help others clarify their communications, better articulate their points, and eliminate misunderstandings. | * Facilitates effective and productive meetings. * Skilled in synthesizing ideas and factual information that is tailored for varying groups of people (executives, community partners, or families). * Skilled in having difficult conversations and often frames the situation to help everyone work towards a common goal. * Provides positive and constructive feedback to staff that motivates and inspires. | * Produces professional written documents and correspondence that are accurate, error free, logically written, concise, and informative. * Provides excellent proof reading of court reports and other critical documents to ensure quality and often catches and fixes mistakes before submitting reports; works effectively with staff to improve their writing skills when necessary * Speaks comfortably, confidently, and professionally with individuals and large groups of people. * Coaches staff to develop their skill in facilitating effective and productive meetings. |
| **WORK EFFECTIVENESS** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Able to plan, schedule, direct, and manage the work of self and others to accomplish program goals efficiently and effectively. Organizes materials and resources to accomplish tasks by staying aware of the big picture and communicating that perspective to staff. Able to learn new tools (computer skills and program databases) and processes to effectively complete work assignments in a timely manner.  Sets challenging yet achievable goals for self and others. Is responsive to staff, clients, and others when providing information or completing tasks involving other parties.  Subcompetencies include:   * Organizational Ability * Computer Skills * Ability to Learn New Tools and Work Processes * Time Management * Responsiveness | * Beginning to participate in work-related meetings to improve work processes; has some difficulty attending regularly and takes a role of participant rather than leader * Learning to organize unit work activities to meet deadlines and compliance standards. * Reacts to crises and hones in on resolving them, which may sometimes result in missing other priorities/targets. * Has some basic computer knowledge (email, internet search, etc.) and can type and enter data at a speed necessary for successful job performance. * Learning to use work related computer programs to complete daily job responsibilities. * Aware that there are data tracking tools to maximize staff work efficiency but may not be using it consistently. * Learning time management tools to manage the responsibilities of the job. | * Participates regularly in meetings to improve work processes, providing feedback as needed. * Understands the importance of balancing workloads but may not always achieve it when delegating work. * Organizes materials and resources so that they are always ready to complete work efficiently. * Actively seeks training to build computer knowledge and skills to complete work activities. * Learning to utilize data tracking tools and software to improve work efficiency. * Utilizes a time management system to track work activities and priorities of staff. | * Attends meetings on time and well prepared; completes assigned tasks from previous meetings. * Knowledgeable of computer programs used to complete work related activities and can adequately utilize the programs. * Able to show staff how to utilize computer programs to complete work activities, track information, generate reports, etc. * Effectively prioritizes work so that most crucial activities are always accomplished by expected timeline. * Regularly responds to clients, staff, management, and stakeholders on routine matters within 48 hours of requests. Prioritizes and responds immediately when appropriate. | * Is developing a leadership role in meetings; volunteers to lead change efforts in the agency. * Encourages staff to regularly share updates, ask for help, and utilize best practices when it comes to organizing work. * Skillfully navigates through relevant technology to complete work activities or manage staff’s work. * Often uses technology to make work processes better or to complete work activities more efficiently. * Shares organizational techniques with staff to improve time management. * Always willing to learn and use new tools and processes as they are introduced to the program. | * Expertly manages the work of staff, knowing where assignments are, when to step in, and what potential problems might arise. * Shares big picture perspective with staff when they get bogged down with work so that they continue to focus on priorities. * Can coach others to utilize computer programs effectively to complete work activities. * Eager to learn and share new tips and tools related to operating computers and software. * Will often propose improvements to processes by utilizing technology to simplify practices. * Responds to clients, staff, management and stakeholders within 24 hours of requests. |
| **CUSTOMER SERVICE** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Utilizes cultural responsiveness, interpersonal skills and relationship building skills to provide exceptional customer service to clients and staff. Exhibits patience, empathy, and tact when working others. Anticipates and focuses on meeting the needs of staff and/or families. Gains and maintains trust and respect with others through honesty, empathy, and compassion. Able to teach others to embrace diversity within the workplace. Treats all people with equal respect and fairness. Possesses knowledge of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination.    Subcompetencies include:   * Relationship Building * Empathy * Trust * Interpersonal Skills * Cultural Responsiveness | * Understands the importance of all staff providing excellent customer service; learning to show staff patience, empathy and tact in all interactions. * Understands the unique challenges of providing customer service to non-voluntary clients. * Remains respectful of others and has a desire to provide excellent service. Learning to coach staff in providing exceptional service. * Skilled in relationship building, and learning to utilize this skill to build a network of supportive alliances with community partners, colleagues, and team members. * Understands how a supervisor’s lack of awareness and responsiveness about culture and diversity can interfere with the effectiveness of supervision of staff from diverse backgrounds. | * Develops and monitors service delivery practices to ensure that services are user-friendly, professional and responsive to internal and external customers. * Actively develops a network of contacts within community organizations, HSA departments, and other collaterals needed for effectively service delivery. * Considers and responds appropriately to the needs and feelings of different people in different situations. * Understands how own culture, experiences, and background can add bias when working with staff or families. Is developing the ability to coach staff to embrace diverse viewpoints and explore cultural differences. * Knows how to help workers become more aware of diversity in their work and how cultural and other differences may affect their work. | * Generally exhibits patience, empathy and tact with working with clients and staff. * Able to develop positive working relationships with everyone he/she comes into contact with. * Gains and maintains trust from others by being transparent, ethical, and helpful. * Regularly mentors staff to build their circle of influence. * Treats all people with equal respect. * Has a solid understanding of the cultural intricacies of the population clients come from. * Actively engages staff to share their cultural expertise with one another. * Able to identify when a lack of cultural responsiveness is affecting a worker’s direct practice, and can teach and model culturally responsive thinking and behavior. | * Consistently models professional customer service practices to team in all interactions. * Treats others with respect, empathy, and honesty, especially when having difficult conversations. * Possesses knowledge of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination. * Is often tactful, courteous, sensitive, and understanding when interacting with others. * Coaches staff on how to respond with cultural sensitivity and shares cultural intricacies with staff to build their knowledge of the historical, social, political and economic factors that can lead to oppression and discrimination. * Creates an open and safe environment in the unit for exploring and discussing issues of culture and diversity. | * Understands that he/she represents the agency to many customers (not just families). * Coaches team members on providing excellent service to all stakeholders. * Expertly builds trust, rapport, and understanding in all interactions. * Considers personalities, emotional states, and motives of others and utilizes this to frame his/her approach when communicating with others. * Able to build harmonious relationships with all types of people. * Fosters environment that enables others to embrace diversity within the workplace. * Leverages diverse skill sets to work on various assignments, problems, or continuous improvement initiatives. * Challenges bias and intolerance in a productive method. |

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| **JOB FUNCTION CORE COMPETENCIES** | | | | | |
| **CRITICAL EVALUATION** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Makes informed decisions by collecting relevant information, organizing the information, weighing alternatives, and drawing conclusions with the available data. Analyzes complex situations to identify root issues, creates strategies to resolve issues, and implements the selected course of action. Recognizes when more information is necessary and gathers information when needed. Makes clear judgments based upon an objective evaluation of facts. Considers the big picture perspective, vision of the program, and relevant policies when developing a strategy to accomplish a goal.  Subcompetencies include:   * Decision Making * Problem Solving * Data Gathering and Analysis * Strategic Thinking | * Skilled in making decisions and problem solving in case-related matters; learning to expand this skill in consultations with staff. * May make mistakes or decisions that do not move processes along efficiently. * Starting to learn how to use combination of data, personal expertise, and evidence based practices to define a problem, analyze causes and identify possible solutions at the unit level. * Starting to learn how to differentiate between types of problems and prioritize problem solving efforts with staff. * Learning how to review data reports on key indicators of safety, permanency and well-being when working with staff to insure an outcome focus and compliance. * Knowledgeable about NASW ethical guidelines, and seeks guidance from supervisor to clarify any ethical issues that arise. | * Beginning to apply newly acquired decision making skills and becoming more accurate, timely and effective. * Beginning to apply critical thinking skills when gathering information and drawing conclusions with the available data. * Beginning to use data, personal expertise, and evidence based practices to analyze and solve problems effectively when working with staff. * Able to identify ramifications and alternate courses of actions to make informed decisions. * Seeks relevant information and answers to key questions from appropriate sources. Learning to understand levels of inclusion in decision making.http://cdnt.meteorsolutions.com/api/setid?parent_fbid=&application_id=9081c086-c500-4e70-9391-dbe2dea191c0&url_fbid=undefined * Developing the ability to navigate various data tracking tools, systems, and sources utilized by the program such as Safe Measures, UC Berkeley and Chapin Hall Websites. * Adheres to NASW ethical guidelines; recognizes where decisions may potentially fail to meet ethical guidelines and takes appropriate action. | * Consistently makes decisions that are accurate, timely and effective. * Helps staff make critical decisions by collaborating with stakeholders and monitoring results. * Makes decisions that are data-informed, seeking out relevant data as necessary. Presents interesting facts from data, and uses data in caseload management and problem solving with staff. * Able to differentiate between types and urgency of problems; prioritizes problem solving efforts to address most important and urgent problems first. * Identifies and manages the appropriate level of inclusion indicated by the situation when making decisions. * Shares strategies with staff and colleagues on how to maintain composure in difficult situations. * Surfaces potential ethical issues with staff and management, and provides constructive suggestions on how to ensure that ethical guidelines are met. | * Able to make sound and timely decisions that move work along appropriately. Makes tough decisions when necessary. * Demonstrates exceptional critical thinking skills and creativity when working with staff in all phases of work assignments. * Probes all appropriate sources; weighs relevance and accuracy of information, demonstrates skill and insight in gathering and sorting key information. * Demonstrates exceptional ability in utilizing data to enhance staff performance and successfully achieve agency and unit objectives. * Regularly utilizes data reports to monitor staff's success in reaching individual and unit goals. Shares this information with staff to enhance focus on outcomes and to help create change in daily practice and workload management. * Coaches and mentors staff to identify and address any potential ethical issues that arise in their casework. | * Can mentor or coach others on how to make accurate, timely and effective decisions. Able to mentor other supervisors about how to master critical thinking skills and use them to challenge staff to do their best in their assignments. * Fosters environment which promotes staff to come up with their own problem solving techniques. * Strives to ensure that most team members understand the interrelated nature of the outcome measures and improve as a result of such focus in daily practice and outcome achievement. * Can mentor and coach others how to navigate various data tracking tools and data collection strategies that can support ongoing workload management and decision making. |
| **RELATING TO OTHERS** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| The ability to develop and manage interactions with others to accomplish program goals. Seeks opportunities to partner with others (internally and externally) and appreciates different perspectives. Participates in work groups to improve program functioning, policies and service delivery by engaging stakeholders. Uses appropriate interpersonal styles and techniques to reduce tension in difficult situations. Remains impartial and unbiased in the process of understanding the problem and helps all parties come to an acceptable agreement. Responds to conflict or heated situations in a professional and calm manner.  Subcompetencies:   * Interpersonal Skills * Collaboration * Conflict Management | * Learning about all the different ways to contribute to agency goals through working with others. * Learning how to develop formal networks of stakeholders who work toward similar goals. * Able to collaborate with staff and Learning to apply the same techniques in working with other supervisors. * Learning to stay calm and maintain composure in confrontation situations among staff. * Seeks guidance from others to help frame the situation so that all parties can see the end goal. * Learning strategies to help staff address interpersonal and situational conflicts that impede achievement of outcomes. | * Actively develops a network within community organizations, HSA departments, and other collaterals needed to effectively meet unit and agency goals. * Continues to model positive relationship building behaviors for staff to observe and practice in their work with others. * Has joined a work group in the past six months and has made some contributions in meeting the initiative/project goal. * Understands how intra- and inter-agency collaboration can maximize available resources, increase ease of access to services, streamline referral processes, and ensure integrated case planning and service delivery. * Has learned a few conflict resolution approaches and is actively applying those approaches to appropriate situations. | * Has a solid network of connections in the agency, community organizations, and collaterals who can be called on to help meet agency goals. * Coaches staff on the functions of community partner agencies and the types of services each provides. * Serves as a valuable member of workgroups. * Quickly and accurately assesses tense situations and takes actions to address the underlying issues. * Is aware of own biases and stays impartial when understanding a problem. Able to help staff diffuse situations. * Understands that unaddressed and unresolved conflict can undermine individual and unit productivity. * Addresses conflicts openly and forthrightly. | * Shares own network of professional contacts with staff to help them connect with others who can help collaborate on projects. * Models effective collaboration when participating in work groups or joint projects requiring engagement. * Coaches staff to quickly and accurately assess a variety of situations and to identify the best approach to take depending on the people or situation involved. * Helps staff use open communication and engagement strategies to resolve conflicts with peers and/or client families resulting from individual and/or cultural differences. * Teaches staff how conflict can be transformed into a constructive tool to promote productive change. | * Initiates work groups and makes positive contributions towards improving processes or outcomes. * Skillfully engages others to work together towards a shared goal. * Fosters a collaborative work environment within work unit but also between work units and community partners. * Can coach others how to accurately assess situations and adapt approach to diffuse tense situations. * Models a variety of techniques to approach conflict and can coach others to utilize these techniques. Often is called upon to assist in difficult situations. |
| **PROFESSIONAL EXPERTISE** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| The collection of professional and technical knowledge, skill in advocacy, stress management, and other pertinent skills that enables one to operate effectively in Child Welfare. Understands the crucial compliance perimeters and operates effectively within them. Skilled in conducting assessment, consultations, and using various tools identified by the agency to make sound decisions. Advocates for resources, services, interventions, and supports that meet the needs of families and staff. Maintains stable performance under pressure or opposition and handles stress in a professional manner.  Subcompetencies include:   * Knowledge of Child Welfare Regulations * Knowledge of Family and Children’s Services Program Policies and Procedures * Knowledge of tools used in assessment and consultations (SOP, SDM, SafeMeasures, etc.) * Advocacy | * Possesses relevant technical and professional expertise (up to date on evidence based practices, federal and state statutes, regulations, and procedures of Child Welfare) and Learning how to apply professional expertise in supervision. * Understands the importance of compliance parameters and effectively applies this understanding when working with staff. * Learning the importance of crucial compliance parameters and how to operate effectively within them. * Learning how to use various tools, selected by the agency to make sound decisions as a supervisor. * Able to advocate effectively for families and Learning to do the same for unit’s needs and individual unit member’s needs so they can be more effective in their work. | * Understands the linkage between compliance and agency performance, and ensures that staff meet relevant compliance requirements. * Becoming skilled in assessing needs and is comfortable with presenting employees' needs and concerns to management, other program units and/or community stakeholders. * Supports and facilitates employee’s and family’s capacity to advocate for themselves. | * Demonstrates strong knowledge of tools used in assessment and consultations (SOP, SDM, SafeMeasures, etc). * Able to mentor staff in obtaining and applying up to date knowledge of evidence based practices and procedures of Child Welfare. * Assesses needs of staff and requests for internal resources necessary to accomplish unit and individual goals. * Models and supports development of employees' and families' capacity to advocate for themselves. | * Stays connected to Child Welfare trends and practices. Reviews research literature for best practice approaches and shares this with team. * Participates actively in agency training programs to maintain and improve professional expertise. * Assertively advocates for changes at the administrative and policy levels to increase organizational support for program staff. * Continuously strives for unit members to be skilled in advocating for themselves and are able to model this behavior when working with others. | * Thoroughly knows all relevant Child Welfare policies, practices, and regulations and can coach and mentor others in the development of professional expertise. * Participates in internal and external workgroups to develop policies to meet new mandates. * Actively promotes development of systems and structures for staff to access relevant research and data to support practice improvement. * Reevaluates current procedures and suggests improvements based on changes in federal and states Child Welfare regulations and practices. * Able to mentor unit members to advocate for resources, services, interventions, and support changes that meet the needs of families and staff. * Regularly coaches team members to embrace and utilize practice models that the agency supports. |
| **PERFORMANCE MANAGEMENT** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| The ability to manage all aspects of performance in a unit to meet standards of successful operation. This includes work flow management, developing others, providing training, monitoring and evaluating the quality and quantity of work, and motivating staff to achieve program goals. Provides team leadership and acts as a change catalyst towards improving processes.  Subcompetencies include:   * Developing Others * Coaching/Supporting * Work Management * Team Leadership * Change Agent | * Learning how to use appropriate Learning how to use appropriate tools (behavioral anchors, observation, discussion, data, problem solving, assessment) to assess employee strengths, learning styles, performance gaps, and skills needed to close those gaps. * Familiar with performance anchors and is starting to formally use them to set standards with staff. * Learning to motivate others to utilize latest approaches to improve practices. The team may not be consistent in utilizing latest practices. * Learning the importance of meeting with staff individually on a regular basis for coaching and mentoring opportunities. * Learning how to recognize opportunities for constructive and positive feedback. * Knows the core values of evidence-based practice and the importance of using it to underpin all agency and casework practices. * Learning about workload assignment to ensure manageable workload but unit members might feel overwhelmed and miss some deadlines in managing their workload. * Learning to foster team spirit, commitment and trust. * Not all team members understand their role in the larger picture of the organization’s mission and goals. * Encourages others to seek opportunities for innovative approaches to completing work. | * Starting to apply tools to identify the stages of employee development. Learning how to use one on one supervisions, unit meetings, case reviews and observations of staff as ongoing strategy to identify developmental needs. * Starting to use effectively manage performance by following the steps in the performance management cycle. * Starting to apply a variety of teaching, coaching, and feedback strategies that promote learning and support transfer of learned skills. * Often recognizes and utilizes potential learning opportunities in daily activities and supervisions (i.e. teachable moments). * Initiates and encourages dialogue with employees about performance expectations and measures at least once in last 6 months. * Improving ability to appropriately assign workload. * Honing skills of systematic supervision for coaching and mentoring opportunities and to ensure that work activities meet deadlines. * Promotes an open-minded culture within the team to accept new practices by modeling use of new practices. Has had at least one team discussion about a new initiative in the past six months. * Encourages team members to regularly step in to support one another when needed. * Invites team members to share best practices, personal stories, and other news that are designed to motivate and inspire behavior change to improve service quality. | * Sets clear expectations and measurable performance objectives and provides ongoing support to employees to achieve these objectives. * Observes and skillfully assesses employee's strengths, progress, and areas needing improvement. * Involves staff in assessing their strengths and developmental needs. * Develops challenging but obtainable developmental goals and identifies learning resources for staff to gain additional training to achieve goals. * Shares new practices or changes with staff and works with staff to adopt the new practices. * Accessible when staff is in need of direction and consultation. * Effectively manages work load assignments. Uses strategies to help workers monitor workflow, compliance and work quality. Strives for unit members to meet critical deadlines in managing their work. * Successfully plans, implements and monitors completion of unit objectives. * Regularly shares information with the team and helps unit understand their role and contribution towards achieving the agency's vision. * Routinely ensures key tasks are accomplished in all cases and critical deadlines are met. * All team members understand importance of continuous quality improvement and the majority are utilizing latest tools. | * Communicates a vision and inspires motivation, engages with others in a team process to solve problems. * Partners with staff to create a professional development plan using performance anchors appropriately. * Regularly reviews performance goals with staff and facilitates opportunities that support employee’s professional goals. * Takes actions to help unit members to feel challenged and supported to try new skills and techniques while feeling safe enough to be vulnerable and to receive direct feedback on skills. * Shares liability when making crucial decisions. Provides platform for unit members to feel supported and confident in their ability to perform work activities. * Regularly recognizes staff achievements in meaningful ways. * Holds employees accountable for achieving results. * Continuously monitors and accurately and adequately documents performance. * Consistently helps unit members plan, organize, and reassess their work to maximize effectiveness and efficiency, and to promote desired outcomes in the unit and on individual assignments. * Knows the qualities of a positive learning environment and the necessary conditions to achieve it. * Actively encourages staff to seek opportunities for improving how the agency serves clients regularly (once a month). | * Can mentor other supervisors how to build staff capabilities. Is thoroughly familiar with the performance anchors for staff. * Understands how clearly defined performance expectations can motivate high levels of staff performance and successful achievement of outcomes. * Skillfully discerns what types of situations a supervisor should model effective practices for staff and which ones should be used as coaching opportunities with staff to have them perform the practice with support. * Serves as a role model for staff. Mastered an understanding of the relationship between continual learning, formal staff development, and staff’s confidence and ability to do their jobs. * Often recognizes staff for achievements and encourages all team members to ask for help when needed. * Consistently strives for unit members to understand their role in the organization’s mission; to have clear understanding of performance expectations and measures and to be vested in achieving these expectations. * Team consistently achieves individual and unit goals in terms of compliance, utilizing evidence based practices, and meeting client needs. * The team works cohesively and demonstrates team spirit and collaboration. * Models for team and peers an open minded attitude when it comes to adopting new improved practices, processes, or program initiatives. |