**CPM: LEADERSHIP PRACTICE PROFILE (10/22/17)**

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| ***FOUNDATION BEHAVIORS***   * *CLEAR: Seeks to be clear in all communication with everyone at all levels of the organization as well as internal partners and external partners including, families, children, youth, young adults, communities (including Tribes) and partners (such as behavioral health).* * *OPEN and HONEST: Is open and honest in communication with staff at all levels of the organization and partners.* * *RESPECTFUL: Is respectful staff at all levels of the organization and partners.* * *ACCOUNTABLE: Holds oneself accountable for behavior.* | | |
| **3- Accomplished Practice** | **2- Acquiring Practice** | 1. **Emerging Practice** |
| 1. Is **Clear** in communication by approaching all interactions with everyone at all levels of the organization, as well as internal partners and external partners including families, children, youth, young adults, communities, and external partners with clarity as exhibited by the following behaviors:  * Uses age appropriate language that everyone can understand * Asks staff and others what method of communication they prefer * Confirm with staff and others that your communication meets their language and literacy needs. | 1. Approaches many, but not all, interactions with everyone at all levels of the organization as well as internal partners and external partners including families, children, youth, young adults, communities, and external partners with clarity.  * Often uses language that everyone can understand.   Sometimes checks for understanding. Occasionally uses jargon or acronyms without explaining them.   * Often follows the method of communication staff and others prefer but sometimes deviates * Often confirms with staff and others about how communication can meet their language and literacy needs but sometimes misses this point. | 1. Seldom if ever approaches interactions with  everyone at all levels of the organization, as  well as internal partners and external partners  including families, children, youth, young  adults, communities, and external partners  with clarity.   * Seldom if ever checks for understanding and/or frequently uses jargon, acronyms, euphemisms, or slang. * Seldom if ever checks for preferred method of communication * Seldom if ever seeks to ensure family or other partners have a translator * Seldom if ever speaks in a way that takes into consideration the audiences’ literacy level |
| 2. Is **Open and Honest** in communication by  approaching all interactions with everyone at  all levels of the organization and partners  (including Tribes) with openness as exhibited  by the following behaviors:   * Uses body language that demonstrates acceptance and affirmation of the staff and partners. * Is open and honest about any issues with staff or partners * Is open and honest about what information can be shared among team members and what information is confidential * Is transparent about the role of the court and the child welfare agency with family. | 2. Approaches many, but not all, interactions with everyone at  all levels of the organization and partners with  openness and honesty.   * Often uses open body language but sometimes seems closed. * Often is open and honest about staff or partner issues, but sometimes is sidetracked. * Often helps staff or partners understand what information can be shared and what information is confidential when dealing with issues or the child welfare process. * Often explains to the family and partners about the role the court and the child welfare agency play in cases, but sometimes fails to cover this important information. | 2. Does not approach interactions with all levels of  the organization and partners with openness  as exhibited by the following behaviors:   * Often uses closed body language * Often ignores the staff or partner issues that need attention. * Seldom if ever shares with staff and partners facing issues what information can be shared or what will be confidential. * Seldom if ever explains the role of the court and the child welfare agency when working with families and other partners. |
| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 3. Is **Respectful** towards everyone at all levels of  the organization and partners.   * Asks people how they prefer to be addressed. * Addresses individuals consistently by the name or title and pronouns they request in person and in writing. Especially when interacting with Tribal leaders and members. * Responds to questions and describes the situation honestly, providing relevant facts and information about the system. * Makes clear statements about what information or action is being requested of staff. * Facilitates a dialogue regarding how the requested information and actions will affect the situation and support the staff member or family. * Shows deference to Tribal leadership and their titles in written and verbal communication. | 1. Is generally respectful towards everyone at all levels of the organization and partners but does so inconsistently or with moderate success.  * Often asks people how they prefer to be addressed, but sometimes forgets to ask. * Often addresses individuals by the name or title and pronouns they request in person and in writing, but sometimes makes a mistake with a mispronunciation, incorrect abbreviation or forgets the preferred name, title or pronoun altogether. * Often shows deference to Tribal leadership and their titles in written and verbal communication but sometimes is not as deference as the leader desires them to be. | 3. Seldom behaves respectfully towards everyone  at all levels of the organization and partners.   * Seldom if ever inquires as to how people prefer to be addressed. * Seldom if ever addresses individuals the way they want to be addressed. * Seldom if ever uses the name, title or pronouns the person desires or has requested. * Seldom if ever shows appropriate deference to Tribal leadership, nor do they use their titles in written and verbal communication. |
| 4. Is **Accountable** in one’s behavior towards  everyone at all levels of the organization and  partners.   * Models accountability and trust by doing what you say you’re going to do. * Responsive to staff and partners by returning calls, texts, and emails within 24 business hours. * Responsible by being on time for appointments and asking for reports in to ensure staff have time to complete such reports. * Follows ICWA and other federal and state laws. | 4. Is generally accountable in behavior towards everyone at all  levels of the organization and partners.   * Often models accountability and trust by doing what you say you’re going to do, but sometimes does not follow through with promises. * Often responsive to staff and partners by returning calls, texts, and emails within 24 business hours but sometimes a response occurs out of that timeframe. * Often responsible by being on time for both appointments and requests for but sometimes you are late. * Often follow ICWA and other federal and state laws but sometimes make mistakes. | 4. Seldom holds self accountable in behavior  towards everyone at all levels of the organization,  and partners.   * Seldom if ever models accountability and trust by doing what you say you’re going to do. * Seldom if ever is responsive to staff and partners by returning calls, texts, and emails within 24 business hours. * Seldom if ever is responsible by being on time for both appointments and requesting reports. * Seldom if ever follows ICWA and other federal and state laws. |

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| ***LEADERSHIP ENGAGEMENT BEHAVIORS***   * *CREATE A LEARNING ENVIRONMENT –* * *ENGAGE STAFF IN IMPLEMENTATION AND SYSTEM IMPROVEMENT –* * *DEMONSTRATE CARING-* * *RECOGNIZE STAFF STRENGTHS AND SUCCESSES-* | | |
| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 5. **Creates** a learning environment –   * Demonstrates commitment to the professional development of staff by providing opportunities for staff to gain new knowledge and skills through multiple strategies (e.g. training, coaching, and leadership opportunities) – particularly as it relates to the CPM * Creates a learning environment in which mistakes are seen as opportunities to learn and grow. * Fosters a culture of thinking about work, trying new things and new approaches for everyone that will make the agency more efficient and effective. * Pauses and take time to use the practice model to guide response and interaction even in times of crisis. | 5. Generally **creates** a learning environment –   * Often demonstrates commitment to professional development of staff by providing opportunities for staff to gain new knowledge and skills. Sometimes focuses too much on training and not enough on coaching and leadership opportunities. * Often creates a learning environment in which mistakes are seen as opportunities to learn and grow but sometimes punishes mistakes. * Often fosters a culture of thinking about work, trying new things and new approaches for everyone that will make the agency more efficient and effective but sometimes relies on the status quo. * Often pauses and takes time to use the practice model to guide response and interaction even in times of crisis but sometimes get caught up in the crisis. | 5. Seldom if ever **creates** a learning environment –   * Seldom if ever demonstrates commitment to professional development of staff by providing opportunities for staff to gain new knowledge and skills. Minimizes the time staff spend in training and does not offer coaching or leadership opportunities. * Seldom if ever creates a learning environment in which mistakes are seen as opportunities to learn and grow but instead punishes mistakes. * Seldom if ever fosters a culture of thinking about work, trying new things and new approaches for everyone that will make the agency more efficient and effective but instead relies on the status quo. * Seldom if ever pauses and takes time to use the practice model to guide response and interaction especially in times of crisis. |
| 6. **Engages** staff in implementation and system improvement.   * Participates with staff on implementation and identifies what you are doing to support and sustain the CPM. Managers create and participate on implementation team(s) for CPM. Directors establish division CPM goals and communicate them at every opportunity. Directors establish and maintain regular and frequent communication between the leadership team and the implementation team. Directors include staff in creation of the vision for CPM and explain how staff roles pay a key part in creation of the vision.   Supervisors participate on the CPM implementation team. Supervisors establish unit CPM goals and communicate them in unit meetings and individual supervision.   * Uses positive motivation, encouragement and recognition of strengths to show support of staff implementation efforts. * Engages staff and managers at all levels to identify ways to improve system efficiency and remove barriers for staff. | 6. Often **engages** staff in implementation and system improvement.   * Often participates with staff on implementation and identifies what you are doing to support and sustain the CPM. Sometimes engages managers, directors and supervisors in establishing goals for CPM, communicating between leadership and the implementation team(s) and creating vision for the staff. * Often uses positive motivation, encouragement and recognition of strengths to show support of staff implementation efforts but sometimes doesn’t focus on strengths. * Often engages staff and managers at all levels to identify ways to improve system efficiency and remove barriers for staff. | 6. Seldom if ever **engages** staff in implementation and system improvement.   * Seldom if ever participates with staff on implementation and identifies what you are doing to support and sustain the CPM. Does not engage managers, directors and supervisors in establishing goals for CPM, communicating between leadership and the implementation team(s) and creating vision for the staff. * Seldom if ever uses positive motivation, encouragement and recognition of strengths to show support of staff implementation efforts. * Seldom if ever engages staff and managers at all levels to identify ways to improve system efficiency and remove barriers for staff. |
| **7. Demonstrate caring**   * Demonstrate listening and care about the thoughts and experiences of staff and stakeholders (children, families, community members, and Tribes) as they implement and sustain the CPM by establishing feedback loops and regular mechanisms to report progress and outcomes. * Communicate hope and understanding by listening to staff challenges and engaging in solution-focused strategies to work together to solve problems. * Show compassion and provide support and encouragement by listening to staff at all levels in the organization to hear their successes, concerns/worries and ideas about implementing, supporting, and sustaining the model. Supervisors provide a mechanism for unit staff to voice their challenges and successes with CPM and share those challenges and success with managers and directors. | **7.** Often **demonstrates caring**   * Often demonstrates listening and care about the thoughts and experiences of staff and stakeholders (children, families, community members, and Tribes) as they implement and sustain the CPM. Sometimes establish feedback loops and regular mechanisms to report progress and outcomes. * Often communicates hope and understanding by listening to staff challenges and engaging in solution-focused strategies to work together to solve problems. * Often shows compassion and provides support and encouragement by listening to staff at all levels in the organization to hear their successes, concerns/worries and ideas about implementing, supporting, and sustaining the model. Supervisors often provide a mechanism for unit staff to voice their challenges and successes with CPM and share those challenges and success with managers and directors. | **7.** Seldom if ever **demonstrates caring**   * Seldom if ever demonstrates listening or care about the thoughts and experiences of staff and stakeholders (children, families, community members, and Tribes) as they implement and sustain the CPM. Does not establish feedback loops and regular mechanisms to report progress and outcomes. * Seldom if ever communicates hope or understanding. Does not listen to staff challenges and doesn’t engage in solution-focused strategies to work together to solve problems. * Seldom if ever shows compassion nor provides support and encouragement. Does not listen to staff at all levels in the organization to hear their successes, concerns/worries and ideas about implementing, supporting, and sustaining the model. Supervisors seldom provide a mechanism for unit staff to voice their challenges and successes with CPM nor are they able to share those challenges and success with managers and directors. |
| 8. **Recognizes staff strengths and success**   * Create regular opportunities to affirm agency organizational strengths and the efforts of staff and partners in their daily work * Foster leadership by staff at all levels, helping them recognize and gain confidence in their strengths. Supervisors foster leadership of staff, helping them recognize and gain confidence in their strengths, by providing opportunities in unit meetings to share some of the successful outcomes of their casework and the casework skills they utilized. Managers foster leadership of staff, helping them recognize and gain confidence in their strengths by providing opportunities to take on lead assignments that demonstrate their skills and abilities such as meeting with community stakeholders to describe CPM. Directors foster leadership of staff, helping them recognize and gain confidence in their strengths by providing opportunities to share their experience and mentor new managers. | 8. Often **recognizes staff strengths and success**   * Often creates regular opportunities to affirm agency organizational strengths and the efforts of staff and partners in their daily work but sometimes misses strengths. * Often fosters leadership by staff at all levels, helping them recognize and gain confidence in their strengths but sometimes does not ensure that - Supervisors foster leadership of staff, helping them recognize and gain confidence in their strengths, by providing opportunities in unit meetings to share some of the successful outcomes of their casework and the casework skills they utilized. Managers foster leadership of staff, helping them recognize and gain confidence in their strengths by providing opportunities to take on lead assignments that demonstrate their skills and abilities such as meeting with community stakeholders to describe CPM. Directors foster leadership of staff, helping them recognize and gain confidence in their strengths by providing opportunities to share their experience and mentor new managers. | 8. Seldom if ever **recognizes staff strengths and success**   * Seldom if ever creates regular opportunities to affirm agency organizational strengths and the efforts of staff and partners in their daily work. * Seldom if ever fosters leadership by staff at all levels, helping them recognize and gain confidence in their strengths- does not ensure that - Supervisors foster leadership of staff, helping them recognize and gain confidence in their strengths, by providing opportunities in unit meetings to share some of the successful outcomes of their casework and the casework skills they utilized. Managers foster leadership of staff, helping them recognize and gain confidence in their strengths by providing opportunities to take on lead assignments that demonstrate their skills and abilities such as meeting with community stakeholders to describe CPM. Directors foster leadership of staff, helping them recognize and gain confidence in their strengths by providing opportunities to share their experience and mentor new managers. |

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| ***INQUIRY/EXPLORATION BEHAVIORS OF LEADERSHIP***   * *SEEKS FEEDBACK* | | |
| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| **9. Seeks feedback**   * Meets regularly with staff and stakeholders (children, families, community members, and Tribes) to understand their perspectives, develop consensus and create a path forward that is sensitive to the varied needs and concerns of all parties. * Regularly elicits feedback from staff and stakeholders (children, families, community members, and Tribes) by means of focus groups, surveys and community meetings. Supervisors explore with staff any concerns they might have with the CPM in their child welfare role. Supervisors explore with staff barriers and solutions to implementing and sustaining the model. Managers keep track of and acknowledge barriers and challenges impacting the division and be transparent with staff about what can be accomplished and what cannot. Managers explore with supervisors and directors barriers and solutions to implementing and sustaining the model. Directors keep track of and acknowledge barriers and challenges impacting the organization and be transparent with staff and partners about what can be accomplished and what cannot. * Seeks out and invites in input from staff in the organization. Supervisors hold regular supervision meetings with staff to review casework for fidelity to the CPM and to actively seek input and develop solutions for issues that impact the social worker’s ability to work effectively with children youth and families. Managers hold regular supervision meetings with supervisors to review their unit’s work and to actively seek input and develop solutions for issues that impact the ability of their unit to work effectively within the Division and with children, youth and families. Directors hold regular supervision meetings with managers to review the work of their divisions and to actively seek input and develop solutions for issues that impact the ability of their division to effectively deliver services to children, youth and families consistent with the CPM. | **9.** Often **seeks feedback**   * Often meets with staff and stakeholders (children, families, community members, and Tribes) to understand their perspectives, develop consensus and create a path forward that is sensitive to the varied needs and concerns of all parties but sometimes gets too busy and misses these opportunities. * Often elicits feedback from staff and stakeholders (children, families, community members, and Tribes) by means of focus groups, surveys and community meetings. But does not always encourage: Supervisors explore with staff any concerns they might have with the CPM in their child welfare role. Supervisors explore with staff barriers and solutions to implementing and sustaining the model. Managers keep track of and acknowledge barriers and challenges impacting the division and be transparent with staff about what can be accomplished and what cannot. Managers explore with supervisors and directors barriers and solutions to implementing and sustaining the model. Directors keep track of and acknowledge barriers and challenges impacting the organization and be transparent with staff and partners about what can be accomplished and what cannot. * Often seeks out and invites in input from staff in the organization. But does not always ensure that: Supervisors hold regular supervision meetings with staff to review casework for fidelity to the CPM and to actively seek input and develop solutions for issues that impact the social worker’s ability to work effectively with children youth and families. Managers hold regular supervision meetings with supervisors to review their unit’s work and to actively seek input and develop solutions for issues that impact the ability of their unit to work effectively within the Division and with children, youth and families. Directors hold regular supervision meetings with managers to review the work of their divisions and to actively seek input and develop solutions for issues that impact the ability of their division to effectively deliver services to children, youth and families consistent with the CPM. | **9.** Seldom if ever **seeks feedback**   * Seldom if ever meets with staff and stakeholders (children, families, community members, and Tribes) to understand their perspectives, develop consensus and create a path forward that is sensitive to the varied needs and concerns of all parties. * Seldom if ever elicits feedback from staff and stakeholders (children, families, community members, and Tribes) by means of focus groups, surveys and community meetings. Does not encourage: Supervisors explore with staff any concerns they might have with the CPM in their child welfare role. Supervisors explore with staff barriers and solutions to implementing and sustaining the model. Managers keep track of and acknowledge barriers and challenges impacting the division and be transparent with staff about what can be accomplished and what cannot. Managers explore with supervisors and directors barriers and solutions to implementing and sustaining the model. Directors keep track of and acknowledge barriers and challenges impacting the organization and be transparent with staff and partners about what can be accomplished. * Seldom if ever seeks out and invites in input from staff in the organization. Does not always ensure that: Supervisors hold regular supervision meetings with staff to review casework for fidelity to the CPM and to actively seek input and develop solutions for issues that impact the social worker’s ability to work effectively with children youth and families. Managers hold regular supervision meetings with supervisors to review their unit’s work and to actively seek input and develop solutions for issues that impact the ability of their unit to work effectively within the Division and with children, youth and families. Directors hold regular supervision meetings with managers to review the work of their divisions and to actively seek input and develop solutions for issues that impact the ability of their division to effectively deliver services to children, youth and families consistent with the CPM. |

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| ***ADVOCACY BEHAVIORS FOR LEADERSHIP***   * *PROMOTES ADVOCACY* * *aDVOCATES FOR RESOURCES* | | |
| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 10. **Promotes advocacy**:   * Provides frequent and regular opportunities for Tribes, agency partners, staff, youth, families and caregivers to share their voice. | 10. Often **promotes advocacy**:   * Often provides frequent and regular opportunities for Tribes, agency partners, staff, youth, families and caregivers to share their voice but sometimes excludes their suggestions | 10. Seldom if ever **promotes advocacy**:   * Seldom if ever provides opportunities for Tribes, agency partners, staff, youth, families and caregivers to share their voice. |
| 11. **Advocates for resources**:   * Advocates for the resources needed to support and develop staff. Supervisors provide information to management about gaps in staffing and necessary resources needed to implement CPM. Managers provide information to executive leadership regarding staffing gaps to support requests for additional resources to fill the gaps. Directors become champions for the CPM by advocating for resources to support CPM practices and working to establish policies and practices that eliminate barriers for staff. Directors in partnership with the implementation team, review planning goals and timeframes for training, coaching policy, and practice change so that expectations for staff are clear and realistic. * Advocates for the resources needed to provide effective, relevant, culturally responsive services for families. Supervisors provide information about gaps in services and resources needed to implement CPM. Managers actively seek information about gaps in services for families and advocate to executive leadership for resources. Managers develop policies and processes that facilitate and promote teaming across divisions, across agencies, and with external partners. Directors ensure that all contracts are supportive of CPM practices and aligned with the CPM. | 11. Often **advocates for resources**:   * Often advocates for the resources needed to support and develop staff. But does not always encourage. Supervisors to provide information to management about gaps in staffing and necessary resources needed to implement CPM. Managers to provide information to executive leadership regarding staffing gaps to support requests for additional resources to fill the gaps. Directors to become champions for the CPM by advocating for resources to support CPM practices and working to establish policies and practices that eliminate barriers for staff. Directors in partnership with the implementation team, review planning goals and timeframes for training, coaching policy, and practice change so that expectations for staff are clear and realistic. * Often advocates for the resources needed to provide effective, relevant, culturally responsive services for families. But does not always encourage Supervisors to provide information about gaps in services and resources needed to implement CPM. Managers to actively seek information about gaps in services for families and advocate to executive leadership for resources. Managers to develop policies and processes that facilitate and promote teaming across divisions, across agencies, and with external partners. Directors to ensure that all contracts are supportive of CPM practices and aligned with the CPM. | 11. Seldom if ever **advocates for resources**:   * Seldom if ever advocates for the resources needed to support and develop staff. Does not encourage. Supervisors to provide information to management about gaps in staffing and necessary resources needed to implement CPM. Managers to provide information to executive leadership regarding staffing gaps to support requests for additional resources to fill the gaps. Directors to become champions for the CPM by advocating for resources to support CPM practices and working to establish policies and practices that eliminate barriers for staff. Directors in partnership with the implementation team, review planning goals and timeframes for training, coaching policy, and practice change so that expectations for staff are clear and realistic. * Seldom if ever advocates for the resources needed to provide effective, relevant, culturally responsive services for families. Does not encourage Supervisors to provide information about gaps in services and resources needed to implement CPM. Managers to actively seek information about gaps in services for families and advocate to executive leadership for resources. Managers to develop policies and processes that facilitate and promote teaming across divisions, across agencies, and with external partners. Directors to ensure that all contracts are supportive of CPM practices and aligned with the CPM. |

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| ***TEAMING BEHAVIORS FOR LEADERSHIP***   * *BUILDS PARTNERSHIPS- Develop partnerships with effective community-based service providers with cultural connections to families receiving services from the CWS agency* * *WORKS COLLABORATIVELY WITH COMMUNITY PARTNERS- Works collaboratively with community partners to create better ways for children, youth, young adults and families to access services* * *MODEL TEAMING* | | |
| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 12. **Develops partnerships** with effective community-based service providers with cultural connections to families receiving services from the CWS agency   * Supervisor Gather information from staff and families about the services available in the community and work to identify new potential service partners. * Manager Under the direction of the child welfare director, sustain partnerships with effective community-based service providers with cultural connections to families receiving services from the CWS agency. * Managers; Develop partnerships with stakeholders to support CPM implementation. * Directors Actively establish and facilitate community partnerships by initiating, attending, and participating in inter-agency collaborations to implement, support and sustain the CPM. * Directors Meet with the Court to develop an understanding of CPM and identify actions the Court can take to support implementation and use of the CPM. * Directors: Actively establish and facilitate partnerships with other Divisions in the Agency (such as Staff Development and Fiscal) to implement, support, and sustain the CPM. * Directors: Ensure partner agencies receive information about the CPM and support them in aligning their work with the practice model. | 12. Generally, **develops partnerships** with effective community-based service providers with cultural connections to families receiving services from the CWS agency   * Supervisor Often gathers information from staff and families about the services available in the community and often works to identify new potential service partners but sometimes leaves this all to front line workers rather than proactively identifying all potential services in the community. * Manager Under the direction of the child welfare director, often sustains partnerships with effective community-based service providers with cultural connections to families receiving services from the CWS agency but sometimes allows partnerships to flounder. * Managers; Often develops partnerships with stakeholders to support CPM implementation but not all possible partnerships are developed. * Directors Often actively establishes and facilitates community partnerships by initiating, attending, and participating in inter-agency collaborations to implement, support and sustain the CPM but sometimes misses these opportunities. * Directors Often meets with the Court to develop an understanding of CPM and identify actions the Court can take to support implementation and use of the CPM but sometimes misses the opportunity to meet with new judges or leaders in the court system. * Directors: Often actively establishes and facilitates partnerships with other Divisions in the Agency (such as Staff Development and Fiscal) to implement, support, and sustain the CPM but sometimes misses a key partner. * Directors: Often ensures partner agencies receive information about the CPM and support them in aligning their work with the practice model but sometimes the support is not proactive enough to bring out full alignment. | 12. Rarely if ever **develops partnerships** with effective community-based service providers with cultural connections to families receiving services from the CWS agency   * Supervisor Rarely or never gathers information from staff and families about the services available in the community and rarely works to identify new potential service partners but instead leaves this all to front line workers rather than proactively identifying all potential services in the community. * Manager Under the direction of the child welfare director, rarely if ever sustains partnerships with effective community-based service providers with cultural connections to families receiving services from the CWS agency but instead allows partnerships to flounder or damages the partnerships that do exist. * Managers; Rarely if ever develops partnerships with stakeholders to support CPM implementation so that not all possible partnerships are developed. * Directors: Rarely if ever actively establishes and facilitates community partnerships by initiating, attending, and participating in inter-agency collaborations to implement, support and sustain the CPM. * Directors: Rarely if ever meets with the Court to develop an understanding of CPM and identify actions the Court can take to support implementation and use of the CPM. * Directors: Rarely if ever actively establishes and facilitates partnerships with other Divisions in the Agency (such as Staff Development and Fiscal) to implement, support, and sustain the CPM. * Directors: Rarely if ever ensures partner agencies receive information about the CPM and support them in aligning their work with the practice model. |
| **13. Works collaboratively with partners**   * Works collaboratively with families, youth, young adults, resource families, and cultural, community and Tribal representatives as active partners in the local implementation of the CPM and in ongoing development and operations. * Engages with peers from other counties to share best practices and problem-solve. | **13.** Generally **works collaboratively with partners**   * Often works collaboratively with families, youth, young adults, resource families, and cultural, community and Tribal representatives as active partners in the local implementation of the CPM and in ongoing development and operations but sometimes moves ahead of the families and partners. * Often engages with peers from other counties to share best practices and problem-solve but sometimes tries to do all of the work alone. | **13.** Seldom if ever **works collaboratively with partners**   * Seldom if ever works collaboratively with families, youth, young adults, resource families, and cultural, community and Tribal representatives as active partners in the local implementation of the CPM and in ongoing development and operations usually moving ahead without engaging families and partners. * Seldom if ever engages with peers from other counties to share best practices and problem-solve but does all of the work alone. |
| **14. Models teaming**   * Models inclusive decision-making * Models and stresses the importance of teaming by developing partnerships and MOUs and talking with staff about relationships and teaming efforts across divisions, across agencies, and with external partners * Models use of teaming structures and approaches to implement and support the CPM so that supervisors and managers follow their lead. * Supervisors: Model teaming behaviors with other supervisors within the division and with internal and external partner agencies (e.g. Linkages) * Supervisors: Model teaming at unit meetings through thoughtful listening, being respectful, including unit members as partners in the work * Supervisors: Develop and follow collaborative team-based processes for transition points within the system * Managers: Encourage teaming behaviors among supervisors and across divisions * Managers: Develop policies and processes that facilitate and promote teaming across divisions, across agencies, and with external partners. | 14. Generally **models teaming**   * Often models inclusive decision-making but sometimes reverts to hierarchical decision making style. * Often models and stresses the importance of teaming by developing partnerships and MOUs and talking with staff about relationships and teaming efforts across divisions, across agencies, and with external partners but sometimes fails to emphasize these points with staff. * Often models use of teaming structures and approaches to implement and support the CPM so that supervisors and managers follow their lead but sometimes fails to use teaming structures. * Supervisors: Often model teaming behaviors with other supervisors within the division and with internal and external partner agencies (e.g. Linkages), but sometimes fail to do so * Supervisors: Often model teaming at unit meetings through thoughtful listening, being respectful, including unit members as partners in the work but sometimes fail to listen, offer respect or include partners in the work. * Supervisors: Often develop and follow collaborative team-based processes for transition points within the system but sometimes do not follow these processes * Managers: Often encourage teaming behaviors among supervisors and across divisions but sometimes do not encourage teaming behaviors among their own team * Managers: Often develop policies and processes that facilitate and promote teaming across divisions, across agencies, and with external partners but sometimes fail to set the stage for the promotion of teaming. | 14. Seldom if ever **models teaming**   * Seldom if ever models inclusive decision-making and mostly operates using a hierarchical decision making style. * Seldom if ever models and stresses the importance of teaming by developing partnerships and MOUs and talking with staff about relationships and teaming efforts across divisions, across agencies, and with external partners and often fails to emphasize these points with staff. * Seldom if ever models use of teaming structures and approaches to implement and support the CPM so that supervisors and managers follow their lead and often fails to use teaming structures. * Supervisors: Seldom if ever model teaming behaviors with other supervisors within the division and with internal and external partner agencies (e.g. Linkages) * Supervisors: Seldom if ever model teaming at unit meetings through thoughtful listening, being respectful, including unit members as partners in the work. * Supervisors: Seldom if ever develop and follow collaborative team-based processes for transition points within the system * Managers: Seldom if ever encourage teaming behaviors among supervisors and across divisions. * Managers: Seldom if ever develop policies and processes that facilitate and promote teaming across divisions, across agencies, and with external partners. |

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| ***ACCOUNTABILITY BEHAVIORS FOR LEADERSHIP***   * *LISTEN AND PROVIDE FEEDBACK* * *HOLD EACH OTHER ACCOUNTABLE* * *MONITOR ORGANIZATIONAL EFFECTIVENESS* * *MONITOR PRACTICE EFFECTIVENESS* | | |
| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 15. **Listen and provide feedback**   * Explore complaints, barriers, and problems through a transparent process of inquiry that includes listening to those involved, identifying others who need to be included, developing a shared expectation about follow-up, and reviewing other data and information in order to make balanced assessments and informed decisions. * Be transparent to staff and stakeholders about barriers and why some requested changes cannot be made. * Provide regular updates on any findings regarding complaints, barriers and problems, and share action steps that have been taken to address concerns. * Respond to inquiries from staff and stakeholders (families, caregivers, agency partners, community, and Tribes) within 24 business hours to acknowledge the concern or question and establish a shared expectation for follow-up. * Meet with the workforce regularly and frequently to hear concerns and address them in a transparent manner, using a defined process and demonstrating actions taken to address concerns. Supervisors provide information form staff to management. Managers inform executive leadership of the needs of the Division. Directors have a communication plan for ongoing dialogue with all Department staff - provide clear, frequent communication to whole organization and be open to input. | 15. Often **listen and provide feedback**   * Often explores complaints, barriers, and problems through a transparent process of inquiry that includes listening to those involved, identifying others who need to be included, developing a shared expectation about follow-up, and reviewing other data and information in order to make balanced assessments and informed decisions. * Often is transparent to staff and stakeholders about barriers and why some requested changes cannot be made. * Often provides regular updates on any findings regarding complaints, barriers and problems, and share action steps that have been taken to address concerns. * Often responds to inquiries from staff and stakeholders (families, caregivers, agency partners, community, and Tribes) within 24 business hours to acknowledge the concern or question and establish a shared expectation for follow-up. * Often meets with the workforce to hear concerns and address them in a transparent manner, using a defined process and demonstrating actions taken to address concerns. Supervisors provide information form staff to management. Managers inform executive leadership of the needs of the Division. Directors have a communication plan for ongoing dialogue with all Department staff - provide clear, frequent communication to whole organization and be open to input. | 15. Seldom if ever **listen and provide feedback**   * Seldom if ever explores complaints, barriers, and problems through a transparent process of inquiry that includes listening to those involved, identifying others who need to be included, developing a shared expectation about follow-up, and reviewing other data and information in order to make balanced assessments and informed decisions. * Seldom if ever is transparent to staff and stakeholders about barriers and why some requested changes cannot be made. * Seldom if ever provides updates on any findings regarding complaints, barriers and problems, and share action steps that have been taken to address concerns. * Seldom if ever responds to inquiries from staff and stakeholders (families, caregivers, agency partners, community, and Tribes) within 24 business hours to acknowledge the concern or question and establish a shared expectation for follow-up. * Seldom if ever meets with the workforce to hear concerns and address them in a transparent manner, using a defined process and demonstrating actions taken to address concerns. Supervisors provide information form staff to management. Managers inform executive leadership of the needs of the Division. Directors have a communication plan for ongoing dialogue with all Department staff - provide clear, frequent communication to whole organization and be open to input. |
| 16. **Hold each other accountable**   * Engage in a CQI process to evaluate the process used to implement the CPM, model fidelity, and the effectiveness of the CPM. * Identify and implement tools (dashboards, data points, charts) to monitor outcomes and measure effectiveness of the CPM. * Engage stakeholders (families, youth, caregivers, Tribes, and agency partners) in data collection and evaluation efforts. * Support staff and hold each other accountable for sustaining the practice model by holding regular supervision meetings at all levels, and including practice behaviors in performance evaluation, professional development, coaching and mentoring activities, and progressive discipline. Supervisors use supervision and coaching to address casework practices that are inconsistent with the CPM. Supervisors provide tools that help staff understand the link between the CPM supervision meetings, unit meetings, and performance reviews. Managers provide regular updates or reports to stakeholders and partners as appropriate. Directors provide regular updates to agency partners and the Board of Supervisors as appropriate. | 16. Often **holds each other accountable**   * Often engages in a CQI process to evaluate the process used to implement the CPM, model fidelity, and the effectiveness of the CPM. * Often identifies and implements tools (dashboards, data points, charts) to monitor outcomes and measure effectiveness of the CPM. * Often engages stakeholders (families, youth, caregivers, Tribes, and agency partners) in data collection and evaluation efforts. * Often supports staff and holds each other accountable for sustaining the practice model by holding regular supervision meetings at all levels, and including practice behaviors in performance evaluation, professional development, coaching and mentoring activities, and progressive discipline. Often encourages Supervisors to use supervision and coaching to address casework practices that are inconsistent with the CPM. Supervisors to provide tools that help staff understand the link between the CPM supervision meetings, unit meetings, and performance reviews. Managers to provide regular updates or reports to stakeholders and partners as appropriate. Directors to provide regular updates to agency partners and the Board of Supervisors as appropriate. | 16. Seldom if ever **holds each other accountable**   * Seldom if ever engages in a CQI process to evaluate the process used to implement the CPM, model fidelity, and the effectiveness of the CPM. * Seldom if ever identifies and implements tools (dashboards, data points, charts) to monitor outcomes and measure effectiveness of the CPM. * Seldom if ever engages stakeholders (families, youth, caregivers, Tribes, and agency partners) in data collection and evaluation efforts. * Seldom if ever supports staff or holds each other accountable for sustaining the practice model by holding regular supervision meetings at all levels, and including practice behaviors in performance evaluation, professional development, coaching and mentoring activities, and progressive discipline. Never encourages Supervisors to use supervision and coaching to address casework practices that are inconsistent with the CPM. Supervisors to provide tools that help staff understand the link between the CPM supervision meetings, unit meetings, and performance reviews. Managers to provide regular updates or reports to stakeholders and partners as appropriate. Directors to provide regular updates to agency partners and the Board of Supervisors as appropriate. |
| 17. **Monitor organizational effectiveness**   * Identify and implement a transparent process to monitor for staffing gaps and plan organizational changes to ensure staff can meet demands of caseloads. Supervisors review casework throughindividual supervision meetings and tracking logs, and provide information at unit meetings and at division meetings to transparently develop recommendations for the manager and director about the work in the unit and the need for staffing increases or workload modification. Managers review workload of the division through regular supervision and division meetings, review staffing and caseloads through tracking logs, and work to balance caseload by fair distribution of case assignments and by informing the director of needed staffing increases. Directors review the workload of the Department through regular supervision and through review of reports submitted outlining workload and staffing needs. | 17. Often **monitor organizational effectiveness**   * Often identify and implement a transparent process to monitor for staffing gaps and plan organizational changes to ensure staff can meet demands of caseloads. Sometimes encourage Supervisors to review casework throughindividual supervision meetings and tracking logs, and provide information at unit meetings and at division meetings to transparently develop recommendations for the manager and director about the work in the unit and the need for staffing increases or workload modification. Managers to review workload of the division through regular supervision and division meetings, review staffing and caseloads through tracking logs, and work to balance caseload by fair distribution of case assignments and by informing the director of needed staffing increases. Directors to review the workload of the Department through regular supervision and through review of reports submitted outlining workload and staffing needs. | 17. Seldom if ever **monitor organizational effectiveness**   * Seldom if ever identify and implement a transparent process to monitor for staffing gaps and plan organizational changes to ensure staff can meet demands of caseloads. Do no encourage Supervisors to review casework throughindividual supervision meetings and tracking logs, and provide information at unit meetings and at division meetings to transparently develop recommendations for the manager and director about the work in the unit and the need for staffing increases or workload modification. Managers to review workload of the division through regular supervision and division meetings, review staffing and caseloads through tracking logs, and work to balance caseload by fair distribution of case assignments and by informing the director of needed staffing increases. Directors to review the workload of the Department through regular supervision and through review of reports submitted outlining workload and staffing needs. |
| 18. **Monitor practice effectiveness**   * Identify and implement a transparent process to monitor for practice model fidelity and effectiveness. Supervisors gather information from staff and families about the quality of services delivered. Supervisors use tracking tools to follow practice model fidelity and outcomes on families being served by the staff in their unit. Managers develop and track measures that evaluate fidelity to and effectiveness of CPM. Directors monitor fidelity to and outcomes of CPM, and adjust implementation processes as needed. | 18. Often **monitors practice effectiveness**   * Often identifies and implements a transparent process to monitor for practice model fidelity and effectiveness. Sometimes encourages Supervisors to gather information from staff and families about the quality of services delivered. Supervisors to use tracking tools to follow practice model fidelity and outcomes on families being served by the staff in their unit. Managers to develop and track measures that evaluate fidelity to and effectiveness of CPM. Directors to monitor fidelity to and outcomes of CPM, and adjust implementation processes as needed. | 18. Seldom if ever **monitors practice effectiveness**   * Seldom if ever identifies and implements a transparent process to monitor for practice model fidelity and effectiveness. Does not encourage Supervisors to gather information from staff and families about the quality of services delivered. Supervisors to use tracking tools to follow practice model fidelity and outcomes on families being served by the staff in their unit. Managers to develop and track measures that evaluate fidelity to and effectiveness of CPM. Directors to monitor fidelity to and outcomes of CPM, and adjust implementation processes as needed. |