Foundational Behaviors for Leadership and All Agency Staff

1. *Be open, honest, clear and respectful in your communications*
   a. Use language and body language that demonstrate an accepting and affirming approach to all staff.
   b. Address individuals in person and in writing by the name, title and pronouns they request.
   c. Show deference to Tribal Leadership and their titles in written and verbal communications.
   d. Be transparent about your role and responsibilities and expectations of the agency.

2. *Be Accountable*
   a. Model accountability and trust by doing what you say you're going to do, being responsive, being on time and following federal and state laws.
   b. Be aware of and take responsibility for your own biases.

Engagement Behaviors for Leadership

3. *Create a learning environment*
   a. Demonstrate commitment to the professional development of staff by providing opportunities for staff to gain new knowledge and skills through multiple strategies (training, coaching, and leadership opportunities)
      i. Directors: Ensure staff at all levels have the training, coaching, and system support needed to consistently use the practice model.
   b. Create a learning environment in which mistakes are seen as opportunities to learn and grow.
   c. Foster a culture of thinking about the work, trying new things and new approaches for everyone that will make the agency more efficient and effective.
   d. Pause and take time to use the practice model to guide response and interaction even in times of crisis.

4. *Engage staff in implementation and system improvement*
   a. Participate with staff on implementation and identify what you are doing to support and sustain the CPM.
      i. Supervisors: Participate on the CPM implementation team.
      ii. Supervisors: Establish unit CPM goals and communicate them in unit meetings and individual supervision.
      iii. Managers: Create and participate on implementation team(s) for CPM.
      iv. Directors: Establish division CPM goals and communicate them at every opportunity.
      v. Directors: Establish and maintain regular and frequent communication between the leadership team and the implementation team.
      vi. Directors: Establish agency CPM goals and communicate them at every opportunity.
      vii. Directors: Include staff in creation of the vision for CPM and explain how staff roles play a key part in creation of the vision.
   b. Use positive motivation, encouragement and recognition of strengths to show your support of staff implementation efforts.

      c. Engage staff and managers at all levels to identify ways to improve system efficiency and remove barriers for staff.

5. ***Show that you care***
      a. Demonstrate that you hear 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.
      b. Communicate hope and understanding by listening to staff challenges and engaging in solution-focused strategies to work together to solve problems.
      c. 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.
            i. 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.

6. ***Recognize staff strengths and successes***
      a. Create regular opportunities to affirm agency organizational strengths and the efforts of staff and partners in their daily work.
      b. Foster leadership by staff at all levels, helping them recognize and gain confidence in their strengths.
            i. Supervisors: Foster leadership of staff, helping them recognize and gain confidence in their strengths, for example, by providing opportunities in unit meetings to share some of the successful outcomes of their casework and the casework skills they utilized.
            ii. Managers: Foster leadership of staff, helping them recognize and gain confidence in their strengths, for example, by providing opportunities to take on lead assignments that demonstrate their skills and abilities such as meeting with community stakeholders to describe CPM.
            iii. Directors: Foster leadership of staff, helping them recognize and gain confidence in their strengths, for example, by providing opportunities to share their experience and mentor new managers.

Inquiry/Exploration Behaviors for Leadership

7. ***Seek feedback***
      a. Meet 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.
      b. Regularly elicit feedback from staff and stakeholders (children, families, community members, and Tribes) by means of focus groups, surveys, and community meetings.
            i. Supervisors: Explore with staff any concerns they might have with the CPM in their child welfare role.
            ii. Supervisors: Explore with staff barriers and solutions to implementing and sustaining the model.
            iii. 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.
            iv. Managers: Explore with supervisors and directors barriers and solutions to implementing and sustaining the model.

v. 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.

c. Seek out and invite in input from staff in the organization:
   i. 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.
   ii. 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.
   iii. Directors: Hold regular supervision meetings with managers to review the work of their division 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.

Advocacy Behaviors for Leadership

8. *Promote advocacy*
   a. Provide frequent and regular opportunities for Tribes, agency partners, staff, youth, families, and caregivers to share their voice.
9. *Advocate for resources*
   a. Advocate for the resources needed to support and develop staff:
      i. Supervisors: Provide information to management about gaps in staffing and necessary resources needed to implement CPM.
      ii. Managers: Provide information to executive leadership regarding staffing gaps to support requests for additional resources to fill the gaps.
      iii. Directors: Become a champion for the CPM by advocating for resources to support CPM practices and working to establish policies and practices that eliminate barriers for staff.
      iv. 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.
   b. Advocate for the resources needed to provide effective, relevant, culturally responsive services for families:
      i. Supervisors: Provide information about gaps in services and resources needed to implement CPM.
      ii. Managers: Actively seek information about gaps in services for families and advocate to executive leadership for resources.
      iii. Directors: Ensure that all contracts are supportive of CPM practices and aligned with the CPM.
      iv. Directors: Realign existing resources to support CPM.
      v. Directors: Review existing and new initiatives to ensure that key components are congruent with and integrated into the CPM implementation and planning.

Teaming Behaviors for Leadership

10. *Build partnerships*

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a. Develop partnerships with effective community-based service providers with cultural connections to families receiving services from the CWS agency:
<ol type="i">
i. Supervisor: Gather information from staff and families about the services available in the community and work to identify new potential service partners.
ii. 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.
iii. Managers: Develop partnerships with stakeholders to support CPM implementation.
iv. Directors: Actively establish and facilitate community partnerships by initiating, attending, and participating in inter-agency collaborations to implement, support and sustain the CPM.
v. 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.
vi. 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.
vii. Directors: Ensure partner agencies receive information about the CPM and support them in aligning their work with the practice model.

11. *Work with partners*

<ol type="a">
a. Work collaboratively with families; youth; resource families; and cultural, community and Tribal representatives as active partners in the local implementation of the CPM and in ongoing policy development and operations.
b. Engage with peers from other counties to share best practices and problem-solve.

12. *Model teaming*

<ol type="a">
a. Model inclusive decision-making.
b. Model and stress 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.
c. Model use of teaming structures and approaches to implement and support the CPM.
<ol type="i">
i. Supervisors: Model teaming behaviors with other supervisors within the division and with internal and external partner agencies (Linkages).
ii. Supervisors: Model teaming at unit meetings through thoughtful listening, being respectful, including unit members as partners in the work.
iii. Supervisors: Develop and follow collaborative team-based processes for transition points within the system.
iv. Managers: Encourage teaming behaviors among supervisors and across divisions.
v. Managers: Develop policies and processes that facilitate and promote teaming across divisions, across agencies, and with external partners.

Accountability Behaviors for Leadership

13. *Listen and provide feedback*

<ol type="a">
a. 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.

b. Be transparent to staff and stakeholders about barriers and why some requested changes cannot be made.

c. Provide regular updates on any findings regarding complaints, barriers, and problems, and share action steps that have been taken to address concerns.

d. 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.

e. 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.

   i. Supervisors: Provide information from staff to management.
   ii. Managers: Inform executive leadership of the needs of the Division.
   iii. Directors: Have a communication plan for ongoing dialogue with all Department staff and provide clear, frequent communication to the whole organization and be open to input.

14. Hold each other accountable

a. Engage in a CQI process to evaluate the process used to implement the CPM, model fidelity, and the effectiveness of the CPM.

b. Identify and implement tools (dashboards, data points, charts) to monitor outcomes and measure effectiveness of the CPM.

c. Engage stakeholders (families, youth, caregivers, Tribes, and agency partners) in data collection and evaluation efforts.

d. 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.

   i. Supervisors: Use supervision and coaching to address casework practices that are inconsistent with the CPM.
   ii. Supervisors: Provide tools that help staff understand the link between the CPM and what is expected of them in their casework; use these expectations in supervision meetings, unit meetings, and performance reviews.
   iii. Managers: Provide regular updates or reports to stakeholders and partners as appropriate.
   iv. Directors: Provide regular updates to agency partners and the Board of Supervisors as appropriate.

15. Monitor organizational effectiveness

a. Identify and implement a transparent process to monitor for staffing gaps and plan organizational changes to ensure staff can meet demands of caseloads.

   i. Supervisor: Review casework through individual 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
   ii. Manager: 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.
   iii. Director: Review the workload of the Department through regular supervision and

through review of reports submitted outlining workload and staffing needs.

16. *Monitor practice effectiveness*
    a. Identify and implement a transparent process to monitor for practice model fidelity and effectiveness.
        i. Supervisor: Gather information from staff and families about the quality of services delivered.
        ii. Supervisors: Use tracking tools to follow practice model fidelity and outcomes on families being served by the staff in their unit.
        iii. Managers: Develop and track measures that evaluate fidelity to and effectiveness of CPM.
        iv. Directors: Accept responsibility for the implementation of CPM
        v. Directors: Monitor fidelity to and outcomes of CPM, and adjust implementation processes as needed.