

Developmental Competencies for Supervisors

All knowledge and skills related to assigned job tasks for supervisors

TOPIC	FOUNDATION <i>Knowledge and skills essential for beginning supervisors; Competencies provide fundamental level or are covered broadly</i>	IN-SERVICE <i>Knowledge and skills needed in specific program areas or client populations; competencies are more discrete or specific</i>	FOCUSED <i>Knowledge and skills in related areas of practice and in advanced levels of mastery or proficiency; competencies are discrete and specific</i>
1. Child Welfare Supervision: Leading and Managing Change	<p>SUP101-01 Ability to navigate the transition from worker to supervisor including different expectations, responsibilities and role relationships with staff</p> <p>SUP101-02 Ability to recognize the four aspects of supervision: administrative, educational, clinical and supportive</p> <p>SUP101-03 Ability to understand differences between leadership and management</p> <p>SUP101-04 Ability to recognize the impact of parallel process between the supervisor and caseworker on the relationship between the caseworker and the client</p> <p>SUP101-05 Overview of the Interactional Supervision model including preparatory, beginning, middle and ending phases and skills</p> <p>SUP101-06 Ability to understand the role of the supervisor as an intermediary between front-line staff and administration</p> <p>SUP101-07 Ability to understand the role of the supervisor as an advocate for and intermediary between front line staff and administration.</p>	<p>SUP201-01 Ability to demonstrate self-awareness about own leadership abilities and basic concepts of leadership related to supervision.</p> <p>SUP201-02 Ability to know a variety of leadership skills including their strengths, limitations, and theoretical framework, that maximize staff and unit performance</p>	

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2. Self-care, Secondary Trauma, and Burnout	<p>SUP102-01 Ability to recognize the importance of managing multiple priorities, understand guidelines for measuring workloads, and organizing unit workloads to increase efficiency and effectiveness and promote equivalence in work load among unit members</p> <p>SUP102-02 Ability to recognize when their own level of stress is interfering with work and seeks help when necessary.</p> <p>SUP102-03 Ability to support unit members with time management and recognize when staff are overwhelmed and require intervention</p>	<p>SUP201-01 Ability to understand the typical origins, dynamics, and indicators of work related stress in child welfare and the potential consequences of excessive stress such as failure to complete work assignments, poor health, psychological distress, secondary trauma, absenteeism, low morale, burnout, and post-traumatic stress disorder (PTSD)</p> <p>SUP202-02 Ability to develop and implement plans to improve time and workload management for oneself and for workers.</p> <p>SUP202-03 Ability to recognize when a staff member’s emotional responses interfere with the assessment process and help social worker to examine and change these responses</p> <p>SUP202-04 Ability to organize work assignment, work flow, and management work time and priorities so that assigned tasks are completed within required timeframes, and to identify and reduce work-related stress</p>	<p>SUP301-01 Ability to utilize a variety of supportive supervisory activities to reduce work-related stress such as providing referrals to agency and community support programs, peer support, respite, and mental health treatment</p>

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3. Professionalism, Ethics, and Public Service	<p>SUP103-01 Knows the components of good public service and the factors that promote responsiveness and follow through in the agency</p> <p>SUP103-02 Understands the unique challenges of providing service to non-voluntary clients</p> <p>SUP103-03 Knows the state’s ethic laws and policies</p> <p>SUP103-04 Knows the supervisor/ manager’s role in treating others with respect, fairly and ethically</p> <p>SUP103-05 Knows when to notify and involve legal counsel or the Ethics Board to support the agency in situations</p> <p>SUP103-06 Knows not to use the employee’s position for purposes of establishing or promoting personal or financial relationships with clients</p> <p>SUP103-07: Knows to follow and abide by DSHS policies regarding nondiscrimination, sexual harassment, workplace harassment, and client rights</p> <p>SUP103-08 Knows to create an environment free from intimidation, retaliation, hostility, or unreasonable interference with an individual’s work performance</p>	<p>SUP203-01 Knows family members’ rights and responsibilities in receiving agency services, and knows how to use a formal grievance process to promote a fair and objective resolution of complaints</p> <p>SUP203-02 Knows strategies to provide service to clients who have special needs, or clients with different language or cultural backgrounds</p> <p>SUP203-03 Understands the importance and impacts of serving the public with respect, concern, courtesy, and responsiveness, recognizing that service to the public is the primary mission of state government</p> <p>SUP203-04 Ability to advocate for staff within the agency and outside the agency</p>	<p>SUP303-01 Ability to promote good service and ensure provision of responsive, respectful and accountable to families</p> <p>SUP303-02 Can display and foster integrity and honesty through the promotion of mutual trust and respect, demonstrates and fosters high ethical standards</p> <p>SUP303-03 Ability to treat others with respect, fairly and ethically</p> <p>SUP303-04 Serve the public with respect, concern, courtesy, and responsiveness, recognizing that service to the public is the primary mission of state government</p> <p>SUP303-05 Promotes an environment of public trust free from fraud, abuse of authority, and misuse of public property</p> <p>SUP303-06 Can display and foster integrity and honesty through the promotion of mutual trust and respect, demonstrates and fosters high ethical standards</p> <p>SUP303-07 Strengthen public confidence in the integrity of state government by demonstrating the highest standards of personal integrity, fairness, honesty, and compliance with law, rules, regulations, and DSHS policies</p>

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4. Supervising Indian Child Welfare	<p>SUP104-01 Ability to support the implementation of practices unique to ICWA</p> <p>SUP104-02 Ability to understand the government to government relationship and the Tribal State Agreement including 7.01 IPAC, IPAC Sub-Committee, local tribal agreements, and consolidated contracts</p> <p>SUP104-03 Ability to assist staff in understanding the history and location of Washington’s tribes</p> <p>SUP104-04 Ability to assist staff in knowing the importance of documentation requirements for all Native Children</p>	<p>SUP204-01 Understands regional tribal nation regulations and federal laws and non-federally recognized tribes</p>	

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5. Teambuilding and Community Partnerships	<p>SUP105-01 Understands the supervisor’s role in modeling and promoting collaboration to achieve agency, unit, and individual outcomes</p> <p>SUP105-02 Understand stages of work group development and the leader’s role at each stage</p> <p>SUP105-03 Ability to create a supportive and enabling team environment that promotes effective and efficient completion of mission critical-case work activities</p> <p>SUP105-04 Ability to participate on agency and community planning groups and work teams Understands how a supervisor’s ability to collaborate with staff can reinforce the value of collaborative worker-client relationships</p> <p>SUP105-05 Ability to create a work environment that supports the achievement of the agency mission and promote excellence in direct practice</p> <p>SUP105-06 Ability to work collaboratively within the agency and in the community to meet agency mission, goals, and objectives to ensure that children and families receive coordinated services/resources</p>	<p>SUP207-01 Ability to create a collaborative team environment that enhances productivity</p> <p>SUP205-02 Ability to jointly establish work unit norms and processes that support collaboration and an environment where it is safe to ask questions and respectfully disagree and ask for help</p> <p>SUP207-03 Ability to identify and build on unit strengths to promote teamwork</p> <p>SUP207-04 Ability to apply and articulate a collective vision, mission, and fundamental values to staff and help them understand how to integrate these into their daily practice</p>	<p>SUP305-01 Ability to lead or participate on agency and community planning groups and work teams</p> <p>SUP305-02 Ability to develop a supportive work environment that can help keep staff engaged and involved and promote high levels of investment in their work</p> <p>SUP305-03 Ability to build and lead diverse teams that respond to the culture of the client and reflects the community makeup</p> <p>SUP307-04 Ability to involve unit members in creating a shared vision and establishing a cohesive unit culture</p>

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6. Supervising Engagement, Intake and Assessment	<p>SUP106-01 Ability to direct workers in engagement, building partnerships, focusing on pragmatic everyday life events, and targeting measurable prevention skills</p> <p>SUP106-02 Ability to help staff understand why families may not be willingly engage, share information, or be cooperative with public child welfare workers</p> <p>SUP106-03 Ability to guide and coach unit staff in developing interviewing skills, including identifying gaps and needs in workers' interviewing skills</p> <p>SUP106-03 Ability to support staff in engaging fathers in child welfare process</p> <p>SUP106-04 Ability to assist staff by keeping case focused on everyday developmental and management tasks that interrupt family functioning</p> <p>SUP106-05 Ability to guide, coach, and monitor casework activities to ensure the accuracy and timeliness of investigations</p> <p>SUP106-06 Ability to monitor and ensure adherence to policies and procedures for gathering and documenting information in situations of alleged child maltreatment</p>	<p>SUP206-01 Ability to model, coach and monitor staff in developing specific engagement strategies to build genuine, respectful empathetic partnerships</p> <p>SUP206-02 Ability to assess staff's ability to partner with families and children for safety</p> <p>SUP206-03 Ability to promote the use of veteran parents as a resource for new parents entering the child welfare system</p> <p>SUP206-04 Ability to assist staff in utilizing a variety of interviewing strategies suitable for different purposes and situations, including children who are experiencing trauma, poverty, domestic violence, chemical dependency</p> <p>SUP206-05 Ability to assist unit staff in refining practice to remain family-centered</p> <p>SUP206-06 Ability to assess workers knowledge and skills related to addiction, and assist workers in gaining/improving their knowledge and skills in working with families with AOD use/abuse</p>	

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7. Supervising Planning and Case Management	SUP106-07 Assists staff in distinguishing what information is critical to obtain for a complete and comprehensive assessment		
	SUP106-08 Assists staff in knowing the time frames associated with documentation requirements		
	SUP106-09 Ability to direct workers to be culturally responsive at all stages when implementing the practice model		
	SUP106-10 Ability to guide and direct staff to assess child and adolescent developmental needs and to implement effective plans to meet those needs.		
	SUP107-01 Assists staff with understanding policy time frames related to health and safety visits of children	SUP214-01 Ability to assist staff in working with parents throughout the life of the case to help identify and address barriers to family reunification and continually celebrate a parent's progress (in service)	SUP307-01 Ability to utilize a clinical case consultation process to assess and assist staff in their ability to articulate and organize case assessment information
	SUP107-02 Ability to model, coach, and monitor activities of safety assessments, SDM risk assessments, and safety plans	SUP214-02 Ability to model, coach, and monitor activities of family assessments and assessments of progress	SUP307-02 Ability to promote comprehensive and individualized assessment of adolescents, the development of service plans, and provision of relevant services to youth in their own families, in substitute care, and in independent living settings
SUP107-03 Ability to understand the principles and tenets of the agency Practice Model and their importance in ensuring effective child welfare services and the types of activities and interventions that reflect and promote best	SUP214-03 Ability to coach and monitor staff intake and screening to promote thoroughness, accuracy, and timeliness and to ensure	SUP307-03 Assists staff with making	

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7. Supervising Planning and Case Management	<p>practice</p> <p>SUP107-04 Ability to support workers in identifying parent learning styles to aid in supporting refinement of their parenting skills and discipline strategies (foundation)</p> <p>SUP107-05 Ability to support worker’s involvement in advocating for children and families in education and health service systems</p> <p>SUP107-06 Ability to model and teach the attitude, knowledge and skills necessary for effective case plan development and implementation</p> <p>SUP107-07 Ability to model, direct, and monitor caseworkers in the provision of family- centered, services that strengthen, support, and empower families</p> <p>SUP107-08 Ability to support staff in placing siblings together when possible and supporting regular sibling contact when not placed together</p> <p>SUP107-09 Ability to guide caseworkers in helping families through the stages of adjustment in adoption and the common contributors to adoption disruption (in service)</p>	<p>consistency with legal requirements and practice standards</p> <p>SUP214-05 Ability to model, coach, and monitor comprehensive and individualized assessments of children and families experiencing child neglect, physical abuse and sexual abuse of children and their families</p> <p>SUP214-06 Ability to ensure their staff members are providing accurate screening for domestic violence</p> <p>SUP207-07 Ability to assist staff to keep case focus on everyday developmental and management tasks that interrupt family functioning</p> <p>SUP207-08 Ability to ensure in-home safety plans are co-created with families and identify specific safety threats and concrete action steps to mitigate them</p> <p>SUP207-09 Ability to model, coach, and monitor staff in developing and implementing accurate and timely case plans for families and relevance of services</p> <p>SUP207-10 Ability to model, coach, and monitor staff in developing and implementing case plans for families that promote accurate objectives and culturally responsive services/resources to address child safety and families’ needs</p>	<p>recommendations and supporting of the termination of parental rights when a safety concern cannot be mitigated and children remain at risk of abuse or neglect (focused)</p> <p>SUP307-04 Ability to model, coach, and monitor staff in developing, implementing, and tracking case plans for families</p> <p>SUP307-05 Ability to determine the readiness for family reunification and guide staff in working with families</p> <p>SUP307-06 Ability to guide staff in utilizing a variety of decision making strategies when making case decisions</p> <p>SUP307-07 Ability to understand the unique challenges and stresses faced by relative caregivers and can help workers develop case plans and provide supportive services that can strengthen and stabilize relative placements</p> <p>SUP307-08 Ability to understand the juvenile court process related to youth and can negotiate interagency agreements which are necessary to assure timely and appropriate case planning, treatment, and out-of-home placement for youth</p> <p>SUP307-09 Ability to guide staff in utilizing recruitment tools and events to find suitable placements for youth and children</p>

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		SUP207-11 Ability to gather performance data to monitor the worker’s completion of activities and provision of tasks outlined in the case plan	SUP307-10 Ability to know how to model and instruct staff in thoroughly assessing families to serve as adoptive caregivers

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7. Supervising Planning and Case Management	<p>SUP107-01 Ability to teach and guide staff understanding of trauma impacts and ways to respond to individuals/families that have experienced trauma</p> <p>SUP107-02 Ability to model, coach and monitor staff understanding and use of Evidence-Based trauma-informed care which utilizes child and family culture and increases trauma-related supports in a strength-based response</p>	<p>SUP207-12 Ability to support worker's involvement in advocating for children and families in other service systems</p> <p>SUP207-13 Ability to monitor children's education status and guide staff in utilizing resources and tools to develop educational plans</p> <p>SUP207-14 Ability to guide caseworkers in managing the challenges of working with families prior to and during adoption process</p> <p>SUP207-15 Ability to guide and coach staff in identifying relevant academic literature model and how to utilize evidence to inform case practice</p>	

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8. Supervising Legal Services	<p>SUP108-01 Ability to model, coach, and monitor casework activities to ensure adherence to legal requirements, to protect the rights of children and family members, to collaborate with legal partners, and to know the potential legal sanction or liability to the agency or its staff</p> <p>SUP108-02 Assists staff with understanding the legal rights of children, parents and terminology of dependency, juvenile, family and drug courts as they relate to child welfare practices</p> <p>SUP108-03 Assists staff in understanding the importance of preparing court documentation that builds an organized history of the case, provides evidence of substantiation of the agency's position and rationale for the recommendations</p> <p>SUP108-04 Ability to model, coach, and monitor casework activities to ensure adherence to legal requirements, to protect the rights of children and family members, to collaborate with legal partners and prevent legal sanction or liability to the agency or its staff</p>	<p>SUP208-01 Ability to understand best practice standards, legal requirements, policies, and procedures for recruitment, assessment, training, certification, and ongoing support to foster parents</p> <p>SUP208-02 Ability to support and coach staff as they prepare for court procedures</p> <p>SUP208-03 Ability to ensure that case practice aligns with state and federal legislation</p> <p>SUP208-04 Ability to approve legal documentation according to agency policy and established departmental timelines</p>	<p>SUP308-01 Ability to support staff understanding of McKinney Vento provisions to ensure children and youth receive necessary supports to ensure educational continuity</p> <p>SUP308-02 Ability to educate staff about provisions of Fostering Connections that impact young adults 18 and older in care</p>

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9. Administrative Supervision	<p>SUP109-01 Ability to use legal guidelines, agency protocols, and practice standards to manage personnel activities at the unit level</p> <p>SUP109-02 Ability to identify basic provisions of the agency’s union contracts and the benefits and challenges of working with unions and bargaining units representing agency staff</p> <p>SUP109-03 Ability to understand the supervisor’s responsibilities to maintain personnel files for all staff and what information must be documented</p> <p>SUP109-04 Ability to develop and communicate clear, measurable, mission-critical performance expectations for unit staff</p> <p>SUP109-05 Ability to ensure consistency in adhering to agency mission, practice model, policies, and procedures including Braam, CFSR, GMAP, PIP, BRAAM, Targeted Case Reviews, etc.</p> <p>SUP109-06 Ability to understand the importance of communicating and modeling the agency’s commitment to and procedures for assuring staff safety</p> <p>SUP109-07 Ability to ensure consistency in adhering to agency mission, practice model, policies, and procedures including Braam, CFSR, GMAP, PIP, BRAAM, Targeted Case Reviews, etc.</p>	<p>SUP209-01 Ability to guide, coach, and monitor casework activities to ensure the accuracy and timeliness of investigations</p> <p>SUP209-02 Ability to monitor and ensure adherence to policies and procedures for gathering and documenting information in situations of alleged child maltreatment</p> <p>SUP209-03 Ability to identify state laws and agency policies that regulate human resource management, including confidentiality, Civil Service and Affirmative Action requirements, Americans with Disabilities Act, and Family and Medical Leave Act</p> <p>SUP209-04 Ability to understand the agency’s compensation policies and practices related to promotions, overtime, sick/vacation leave, unemployment, and workers’ compensation and hiring</p> <p>SUP209-05 Ability to identify the attributes of applicants and work place conditions that promote hiring and increase retention of qualified staff</p> <p>SUP209-06 Ability to understand the relationship between continual learning, formal staff development, and staff’s confidence and ability to complete job-related tasks</p> <p>SUP209-07 Ability to understand a developmental approach to supervision and can adapt supervision style to worker’s stage of development</p>	<p>SUP309-01 Ability to carry out personnel actions (examples: just cause process, grievance procedures, etc.) in accordance with laws and agency policies</p> <p>SUP309-02 Ability to understand the dynamics of the supervision relationship and to be able to deal effectively with “problem staff”</p>
	SUP114-09 Ability to fairly and accurately assess staff performance, provide constructive feedback to staff about their performance, and	SUP214-08 Ability to articulate and reinforce safety policies and procedures for in-agency and field visits, work-related driving, transportation	

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		SUP209-10 Ability to complete a Performance evaluation with staff that enhances their motivation and ability to improve professionally	
10. Educational Supervision	<p>SUP110-01 Ability to understand the purpose and functions of educational supervision and its importance in promoting organizational effectiveness</p> <p>SUP110-02 Ability to create and sustain a constructive learning environment in their unit</p> <p>SUP110-03 Ability to recognize and responded to learning opportunities and teachable moments in daily activities and supervisory meetings</p> <p>SUP110-04 Ability to understand difference between teaching, coaching, and feedback strategies to promote performance improvement</p> <p>SUP110-05 Ability to understand the importance of ongoing educational supervision to encourage professional growth and development</p> <p>SUP110-06 Knows the purpose, preferred uses, benefits, and limitations of educational supervision strategies including constructive feedback, coaching, on-the-job training, and skill building</p>	<p>SUP210-01 Ability to evaluate unit to determine what trainings would be most beneficial for continued unit development</p> <p>SUP210-02 Ability to develop a learning contract with staff that helps them improve performance</p> <p>SUP210-03 Ability to help choose strategies best suited to the learning goals and employees' needs</p> <p>SUP210-05 Ability to support staff to utilize the agency's Practice Model effectively so that there is enhanced ability of staff to reach the outcomes of child safety, well-being, and permanency</p> <p>SUP210-06 Knows a variety of on-the-job training strategies and how to select appropriate strategies based on the needs, skill level, and learning style of individual staff</p> <p>SUP210-07 { placeholder for an EBP comp}</p>	<p>SUP310-01 Ability to use case consultation in unit meeting to identify what skills and knowledge need improvement</p> <p>SUP310-02 Ability to identify and address workers need for improvement in case reviews and daily contact with workers</p> <p>SUP310-03 Ability to assess workers knowledge and skills related to addiction, and assist workers in gaining/improving their knowledge and skills in working with families with AOD use/abuse</p> <p>SUP310-04 Ability to use learning contracts, action plans, modeling, shadowing, guided practice, and strengths-based feedback as on-the-job training strategies</p> <p>SUP310-05 Ability to promote transfer of learning and skill development through the use of feedback, coaching, and other educational supervision strategies</p>

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11. Supportive Supervision	<p>SUP111-01 Ability to support a strengths-based learning environment to support professional development and promote high levels of job competence and performance</p> <p>SUP111-02 Ability to identify principles of adult learning and how they may affect staff members' investment in ongoing professional growth</p>	<p>SUP211-02 Ability to empower the worker to identify and examine when emotional responses and/or judgment interfere with the case work process</p> <p>SUP211-03 Ability to apply administrative, educational and supportive supervisory strategies that can help staff achieve their potential and succeed in their jobs.</p> <p>SUP211-04 Ability to understand the concepts of evidence-based and empirically-supported practice and how these apply to staff development and professional growth</p> <p>SUP211-05 Ability to help staff identify and overcome organizational, environmental, and personal barriers that may prevent them from mastering job knowledge or skills</p>	<p>SUP311-01 Ability to select supervisory styles and interventions best suited to each employee's level of skill and experience, work style, learning style, and level of motivation</p> <p>SUP311-02 Ability to create and sustain a work environment that values continuous growth and development and promotes creativity, self-reliance, competence, and proficiency in job performance</p> <p>Moved to teambuilding</p>
12. Clinical Supervision		<p>SUP212-01 Develop and be able to implement strategies for helping staff, individually and in groups, deal with clinical practice issues</p> <p>SUP212-02 New: To understand and make use of the "parallel process" in supervision</p>	
13. Culture, Diversity, and Racial Disproportionality	SUP113-01 Ability to understand the financial, legal, and social challenges faced by immigrant and refugee families living in the United States including the use of interpreters, contacting	SUP213-01 Ability to understand how a family's history of oppression and trauma in their home country, dislocation, and emigration may affect their coping capacity, parenting behaviors, and	SUP313-01 Ability to help the agency address the unique needs of families who are refugees or immigrants

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	consulates and interactions with foreign agencies	emotional health	
	<p>SUP113-02 Ability to initiate discussion with unit team and with individual staff about issues related to culture and diversity including differences in power and privilege that impact staff and client interactions</p> <p>SUP113- 03 Ability to identify when a lack of cultural competence is affecting a worker’s direct practice and can model culturally relevant practice</p> <p>SUP 113-04 Ability to understand how ethnocentric perspectives can impact management strategies and effective supervision</p>	<p>SUP213-02 Understands the specific applications of concepts of culture and diversity to the continuum of child welfare safety assessments, including the effects of differences in family values, child rearing practices, communication styles, perspectives on agency involvement and the impact of prejudice and bias on assessment conclusions and case outcomes</p> <p>SUP213-03 Ability to assist workers in their efforts to increase foster caregivers attention to children’s cultural factors that inform parenting and support on-going cultural connections</p> <p>SUP213-04 Ability to assist staff with applying an anti-oppression lens in social work practice such as engagement, assessment, service planning and service delivery for children and families</p>	

Developmental Competencies for Supervisors

All knowledge and skills related to assigned job tasks for supervisors

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14. Managing Conflict	<p>SUP114-01 Ability to describe different modes of conflict management and appropriate uses of each, including your own models of addressing conflict</p> <p>SUP114-02 Ability to explain skills that enhance the likelihood of successful resolution of conflict</p> <p>SUP114-03 Ability to identify and facilitate successful resolution of conflict among agency departments, staff members, clients, and service providers</p>	<p>SUP214-01 Ability to understand how conflict can be transformed into a constructive tool to promote productive change</p> <p>SUP214-02 Ability to demonstrate the personal, interpersonal, and organizational dynamics that support and sustain conflict</p> <p>SUP214-03 Ability to understand how individual and cultural differences in work styles, expectations, and communication styles can create conflict</p> <p>SUP214-04 Ability to understand the ways that unaddressed and unresolved conflict can undermine individual and unit productivity</p> <p>SUP214-05 Ability to adapt one's own communication style and approach to defuse situations, and how to help others recognize and adapt their approaches when miscommunication is at the source of conflict</p>	<p>SUP314-01 Ability to use open communication with staff and engagement strategies to resolve conflicts with peers or client families resulting from individual and/or cultural differences</p> <p>SUP314-02 Ability to regularly use conflict management strategies to elicit and deal with potential resistance and to promote effective collaboration in achieving unity objectives</p> <p>SUP314-03 Ability to take the initiative to acknowledge and resolve personal conflict with staff, peers, and administrators</p> <p>SUP314-04 Ability to understand how cultural codes of conduct and communication styles and the misinterpretation of communications and behaviors can contribute to interpersonal conflict at all levels</p> <p>SUP314-05 Ability to elicit information from persons in a conflict situation, including personal conversations, observing interactions, and gathering data from case reports and written documents to assess the specific nature and seriousness of conflict situation</p> <p>SUP314-06 Ability to constructively manage and resolve conflict among agency departments, staff members, clients, or community partners</p>

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15. Managing High Profile and Administrative Incident Reports (IRS)	<p>SUP115-01 Ability to understand the defining characteristics of a high-profile or crisis situation involving the agency, client families, foster caregivers, and/or community members</p> <p>SUP 115-02 Understands characteristics of high profile or crisis situations and understands agency's response to child fatalities and near fatalities</p>	<p>SUP215-01 Ability to develop strategies to provide emotional support and necessary services to staff, clients and providers who are directly involved in high profile or crisis situations</p> <p>SUP215-02 Ability to manage high-profile and crisis situations in a manner that supports agency staff and client families, and constructively resolves the issues</p>	
16. Using Data for Monitoring and Improving Program Outcomes	<p>SUP116-01 Understands the fields in the FamLink system to assist workers in complying with deadlines, assign cases in the system, manage workload, and enter supervisory case conferences</p> <p>SUP116-02 Ability to plan, organize, and monitor to ensure that casework activities are consistent with federal and state law, agency policies and procedures, agency goals and outcomes and best practice standards</p> <p>SUP116-03 Ability to access & analyze outcome measures & performance data to improve practice</p> <p>SUP116-04 Ability to identify the primary components of continuous quality improvement programs and how these are used to improve agency processes and outcomes</p>	<p>SUP216-01 Ability to effectively use the supervisory tools in FamLink to administer workload</p> <p>SUP216-02 Ability to track and use data and measures for evaluation of working research. Ability to analyze data to drive practice. Data driven practice and research driven practice</p> <p>SUP216-03 Ability to use continuous quality improvement to promote a culture of quality in the agency, to maintain a focus on customer satisfaction and achievement of outcomes, and to recognize staff contributions to performance and quality</p> <p>SUP214-04 Ability to perform continuous quality improvement activities to monitor outcomes and assure the effectiveness of agency services to meet federal, state, regional, and local expectations as specified in GMAP, PIP, CFSR, BRAAM, Targeted Case Reviews, etc.</p>	

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17. Documentation	SUP117.01 Ability to access Provider Information in FamLink to assist workers in decision-making around issues of placement and permanency for children in out-of-home care		