

# SUPERVISOR RELATED COMPETENCIES

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## SUPERVISOR RELATED COMPETENCIES

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### TOPIC: 531 PLANNING AND DECISION MAKING

#### Skill Sets

**531-01: Ability to lead and participate in agency and community strategic and operational planning activities**

**531-02: Ability to use a variety of decision-making strategies in different circumstances and environments**

<b>Skill Set 531-01: Ability to lead and participate in agency and community strategic and operational planning activities</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
531-01-001	Knows the proper sequence of steps in any planning process
531-01-002	Knows the similarities and differences in strategic and operational planning, and their applications to both agency and community planning.
531-01-003	Understands the importance of continual planning as an integral part of leadership, management, and direct supervision
531-01-004	Understands the benefits and challenges of involving all levels of agency staff in strategic planning
531-01-005	Understands the importance of thorough and accurate data collection and analysis prior to beginning any planning process
531-01-006	Understands the value of collaborative planning in generating consensus and commitment to successful plan implementation
531-01-007	Understands the role of supervisors and managers in community, agency, and unit planning activities
531-01-008	Understands how resistance to change can affect participants' involvement and commitment to the development and implementation of plans.
531-01-009	Knows how to identify the participants to be included in a planning initiative to promote its success.
531-01-010	Knows how to stay current with emerging practice research and trends, and how to use agency-specific data to guide planning activities.
531-01-011	Knows how to engage and empower unit staff to participate in planning and decision making at unit, agency, and community levels.
531-01-012	Knows how to keep external stakeholders engaged throughout a planning process and sustain their involvement during plan implementation
531-01-013	Knows strategies to demonstrate accountability and communicate successful plan implementation to internal agency staff, stakeholders, and the community

<b>531-01-014</b>	Knows how to help the organization sustain momentum in plan implementation and a commitment to re-assess and revise goals, objectives, and activities over time
<b>531-01-015</b>	Can apply the steps common to all planning processes to agency and community planning initiatives
<b>531-01-016</b>	Can identify barriers to plan development and implementation and use strategies that address and overcome barriers
<b>531-01-017</b>	Can represent the agency's position and interests when participating in community-based planning processes

<b>Skill Set 531-02: Ability to utilize a variety of decision making strategies best suited for different decisions and environments</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>531-02-001</b>	Knows the uses and benefits of a range of decision making strategies available to managers and supervisors.
<b>531-02-002</b>	Understands the strategic use, benefits, and liabilities of manager-led and participant-led decision making, and when each type is most effective
<b>531-02-003</b>	Understands one's own comfort level in making difficult or controversial decisions, alone or in collaboration with others
<b>531-02-004</b>	Understands how various decision-making strategies can either promote or undermine task accomplishment and the development of collaborative relationships
<b>531-02-005</b>	Understands how competing or contradictory decisions and failure to make important decisions can affect work completion, goal achievement, and unit cohesiveness
<b>531-02-006</b>	Knows how to select a decision-making strategy that best suits the situation and desired objectives
<b>531-02-007</b>	Knows how to identify individuals who should be involved or consulted in decision making to promote investment and involvement in carrying out the decision
<b>531-02-008</b>	Knows how to provide constructive input to facilitate and shape decisions made by others.
<b>531-02-009</b>	Can lead and support managers and staff to make decisions that promote achievement of desired ends

**TOPIC: 532**  
**EFFECTIVE USE OF POWER**

**Skill Set**

**532-01:** Ability to use a power from a variety of sources to promote achievement of goals and objectives

<b>Skill Set 532-01: Ability to use a power from a variety of sources to promote achievement of goals and objectives</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>532-01-001</b>	Knows the uses, strengths, and limitations of various types of prescribed and acquired power available to supervisors and managers
<b>532-01-002</b>	Understands the challenges in establishing rapport and relationships between individuals with different levels of prescribed power
<b>532-01-003</b>	Understands how acquired forms of power, such as expert power and influence, contribute to leadership effectiveness.
<b>532-01-004</b>	Understands how misuse of power can create tension and conflict and undermine goal achievement.
<b>532-01-005</b>	Understands how failure to exercise power and authority can decrease leadership effectiveness and goal achievement
<b>532-01-006</b>	Understands the disincentives of exercising power and authority in rigid, closed, and punitive environments
<b>532-01-007</b>	Knows how to empower others to collaborate effectively in situations where participants have unequal power.
<b>532-01-008</b>	Knows how to select the most effective type of power to fit a particular situation or achieve a specific goal.
<b>532-01-009</b>	Can recognize when a supervisor/manager's prescribed power is creating a psychological barrier with supervisees, and can use empowerment strategies to develop more effective supervisor/supervisee relationship
<b>532-01-010</b>	Can flexibly use various types of power to help achieve specific goals and objectives.

**TOPIC: 533**  
**SUPERVISING FOR OPTIMAL JOB PERFORMANCE**

**Skill Sets**

**533-01:** 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

<b>Skill Set 533-01: 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</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>533-01-001</b>	Knows the importance of a strengths-based learning environment to support professional development and promote high levels of job competence and performance
<b>533-01-002</b>	Knows principles of adult learning and how they may affect staff members' investment in ongoing professional growth
<b>533-01-003</b>	Knows how personal and cultural differences can affect learning. and the importance of individualized approaches to assessing strengths and developmental needs
<b>533-01-004</b>	Knows administrative, educational and supportive supervisory strategies that can help staff achieve their potential and succeed in their jobs.
<b>533-01-005</b>	Understands the supervisor/manager's role and responsibilities in promoting transfer of learning, including providing on the job coaching, interpersonal support, and support of self-directed learning
<b>533-01-006</b>	Understands the concepts of evidence-based and empirically-supported practice and how these apply to staff development and professional growth
<b>533-01-007</b>	Knows how to review and interpret the empirical research literature to identify innovative, promising, and empirically supported intervention strategies
<b>533-01-008</b>	Knows strategies that empower staff to learn, master, and sustain creative and innovative approaches to practice.
<b>533-01-009</b>	Knows how to help staff identify and overcome organizational, environmental, and personal barriers that may prevent them from mastering job knowledge or skills.
<b>533-01-010</b>	Knows how help staff identify their knowledge and skill deficiencies by using formal individualized training needs assessment strategies
<b>533-01-011</b>	Knows how to use learning contracts, coaching, feedback, positive reinforcement, and formal training to promote staff members' professional development on the job
<b>533-01-012</b>	Knows how 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

<b>533-01-013</b>	Knows how to apply strengths-based supervisory approaches to promote successful achievement of goals set in individual professional development plans
<b>533-01-014</b>	Knows how to advocate with upper level managers to reduce or eliminate organizational barriers to transfer of learning and effective job performance
<b>533-01-015</b>	Knows how to model and reinforce cultural competence in all aspects of communication, interpersonal relationships, and casework practice.
<b>533-01-016</b>	Can determine the most effective supervisory styles for employees at varying stages of personal and job development and can flex one's personal style depending on these variables
<b>533-01-017</b>	Can establish and sustain a work environment that promotes and rewards optimal performance, an ongoing commitment to excellence, and the adoption of evidence-based practices



**TOPIC: 534**  
**PERFORMANCE EVALUATION**

**Skill Sets**

**534-01:** Ability to fairly and accurately assess staff performance, provide constructive feedback to staff about their performance, and use evaluation data to help staff improve performance.

<b>Skill Set 534-01 Ability to fairly and accurately assess staff performance, provide constructive feedback to staff about their performance, and use evaluation data to help staff improve performance.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
534-01-001	Knows the purpose of performance evaluations in an organization, and how performance evaluations are integrated with other management interventions.
534-01-002	Knows the importance of developing evaluation criteria that are mission-relevant, job specific, and derived from a staff member's formal position description
534-01-003	Knows the importance of using performance evaluation as a collaborative, non-punitive, ongoing strategy for performance improvement and quality assurance
534-01-004	Knows how Affirmative Action guidelines, Civil Service requirements, personnel policies, and negotiated union contracts may affect performance evaluation
534-01-005	Understands how performance evaluations interface with formal training and job coaching to promote professional advancement in the organization
534-01-006	Understands the many organizational, personal, and motivational barriers that can undermine individual job performance
534-01-007	Understands how a supervisor's failure to understand cultural differences or personal bias can interfere with an objective assessment of staff performance
534-01-008	Understands the supervisory and agency factors that can create defensiveness or unwillingness by staff to honestly consider their job performance
534-01-009	Knows how to develop job specific, measurable, and behavioral indicators of task accomplishment and communicate these expectations to staff
534-01-010	Knows how to assess whether performance problems result from deficiencies in knowledge and skill and/or from deficiencies in execution/behavior
534-01-011	Knows how to provide balanced and constructive feedback to staff members about their capacities and strengths and areas needing improvement
534-01-012	Knows how to use evaluation data to help staff members develop goals, objectives, and activities that address their performance problems and developmental needs
534-01-013	Can use multiple sources of data including direct observation, supervisory conference, client input, and review of case records and documentation to fully assess a staff member's job performance
534-01-014	Can engage and empower supervisees to participate in an honest self-assessment of their performance and to commit to implementing a developmental plan

**TOPIC: 535**  
**MANAGEMENT OF CONFLICT**

**Skill Sets**

**535-01:** Ability to identify and assess the origins and dynamics of conflict among agency departments, staff members, clients or service providers

**535-02:** Ability to constructively manage and resolve conflict

<b>Skill Set 535-01: Ability to identify and assess the origins and dynamics of conflict among agency departments, staff members, clients or service providers</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>535-01-001</b>	Knows common sources, indicators, and dynamics of conflict among agency departments, units, staff, clients, and/or service providers
<b>535-01-002</b>	Knows verbal and behavioral indicators of hostility, resistance, conflict escalation, and crisis
<b>535-01-003</b>	Understands the inter- and intra-agency systemic issues that can generate and sustain conflict.
<b>535-01-004</b>	Understands how differences in cultural codes of conduct, behavior, communication styles, and misinterpretation of verbal and non-verbal messages can contribute to interpersonal conflict
<b>535-01-005</b>	Understands the interpersonal and interagency dynamics that can generate conflict
<b>535-01-006</b>	Knows how to elicit relevant information in conflict situations to determine the specific nature and seriousness of conflict situations
<b>535-01-007</b>	Can objectively analyze information to determine the sources and dynamics of conflict in a variety of situations.

<b>Skill Set 535-02: Ability to constructively manage and resolve conflict</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>535-02-001</b>	Knows the stages in escalating conflict, and interventions that can prevent further escalation at each stage.
<b>535-02-002</b>	Understands how a supervisor/manager's personal discomfort in conflict situations may reduce effectiveness in managing conflict among others.
<b>535-02-003</b>	Knows strengths-based strategies to apply in conflict situations that can reduce hostility and promote open and honest communication
<b>535-02-004</b>	Knows how to adapt one's communication style and help others adapt their styles to help defuse conflict situations
<b>535-02-005</b>	Knows how to promote open discussion in conflict situations, validate feelings and concerns, deal with defensiveness, and clarify dynamics for those involved.
<b>535-02-006</b>	Knows strategies to guide negotiation toward a consensus solution to problems or issues.

<b>535-02-007</b>	Knows how to coach staff and model appropriate interventions to help resolve interpersonal conflict with clients or other staff members
<b>535-02-008</b>	Knows how to use problem solving and mediation strategies to resolve conflict situations
<b>535-02-009</b>	Can remain calm and confident in conflict situations, maintain clarity of communications, and demonstrate commitment to constructive resolution
<b>535-02-010</b>	Can guide and empower others to negotiate mutually agreeable solutions in conflict situations
<b>535-02-011</b>	Can determine when unresolved conflict between a staff member and a client affects case process and service provision, and can determine when to reassign case management responsibility to another staff member.

**TOPIC: 536**  
**PUBLIC INFORMATION AND COMMUNITY RELATIONS**

**Skill Sets**

**536-01:** Ability to enhance understanding of the agency and its mission and generate community support for agency programs and services

<b>Skill Set 536-01: Ability to enhance understanding of the agency and its mission and generate community support for agency programs and services</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>536-01-001</b>	Knows the value of regular and open communication with staff, stakeholders, and community members about the agency's mission, programs, services, and outcomes
<b>536-01-002</b>	Knows legal requirements and ethical issues related to confidentiality, what information may be shared with whom, and the appropriate use of release of information forms.
<b>536-01-003</b>	Knows policies and procedures governing access to family and caregiver case information
<b>536-01-004</b>	Understands the challenges in balancing transparency and confidentiality when communicating with the public or the media about agency operations, issues or individual cases.
<b>536-01-005</b>	Knows how to prepare and use annual reports, newsletters, brochures, and other printed materials to educate the public and to build interest and agency support.
<b>536-01-006</b>	Knows strategies to obtain and use community input and guidance to improve existing agency operations and services or to develop new ones.
<b>536-01-007</b>	Knows strategies to engage and educate local radio, television, and print media about agency programs, services, needs, and general child welfare issues
<b>536-01-008</b>	Knows how to protect the privacy of children and families when participating in federal, state or university research projects
<b>536-01-009</b>	Knows how to design and implement campaigns using print, television, radio, and electronic media for foster and adoptive family recruitment, to promote passage of local tax levies, and for other public relations purposes.
<b>536-01-010</b>	Can implement a coordinated agency public relations strategy to increase the agency's public value, to respond quickly to public concerns, to increase agency visibility, and to use the media to the agency's best advantage

**TOPIC: 537**  
**TIME AND STRESS MANAGEMENT FOR SUPERVISORS/MANAGERS**

**Skill Sets**

**537-01:** Ability to organize work assignment, work flow, and manage work time and priorities so that assigned tasks are completed within required timeframes, and to identify and reduce work-related stress

<b>Skill Set 537-01: Ability to organize work assignment, work flow, and manage work time and priorities so that assigned tasks are completed within required timeframes, and to identify and reduce work-related stress</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
537-01-001	Knows the fundamental principles of time management and the potential work-related and personal consequences if time is not well managed
537-01-002	Knows how working in the child welfare profession can increase both job-related and personal stress
537-01-003	Knows the importance of managing multiple priorities and organizing workloads to increase both efficiency and effectiveness
537-01-004	Understands the typical origins, dynamics, and indicators of work-related stress in child welfare and the potential consequences of excessive stress.
537-01-005	Understands the ways that disorganization and poor time management can increase work-related distress
537-01-006	Understands how a supervisor's actions (or inaction) can undermine workers' ability to manage their time and can increase their psychological distress
537-01-007	Understands how case assignment and caseload management systems can promote equivalence in work load among members of the unit
537-01-008	Knows supervisory strategies to help staff organize their work loads and manage their time when faced with competing or rapidly shifting priorities
537-01-009	Knows how to assess work responsibilities and activities to determine the relative importance and urgency of each
537-01-010	Knows supportive supervisory activities to reduce work-related stress and help to prevent burnout
537-01-011	Can identify and access agency and community resources to help staff manage both personal and work-related stress and its physical and mental health consequences.
537-01-012	Can plan, organize, and manage multiple priorities, and perform activities in a way that makes best use of resources and time
537-01-013	Can determine when personal or work-related stress is affecting a supervisor's or worker's ability to adequately perform assigned job tasks.
537-01-014	Can develop and implement plans to improve time and workload management for oneself and for workers.

**TOPIC: 538**  
**TEAM DEVELOPMENT AND FACILITATION**

**Skill Sets**

538-01: Ability to lead or participate on agency and community planning groups and work teams

<b>Skill Set 538-01: Ability to lead or participate on agency and community planning groups and work teams</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
538-01-001	Knows the purpose, process and activities of different types of work groups and formal teams
538-01-002	Knows criteria to determine whether a team is necessary to accomplish a task, and the type of team that is best suited
538-01-003	Knows the phases of group development and how these affect team development and functioning
538-01-004	Knows the stages in the development of teams and the characteristics of mature, collaborative decision-making teams
538-01-005	Understands the nature of the characteristics of effective teams, including clarity of mission, shared identity, common goals, team accountability for outcomes, interdependence, and collaborative decision making
538-01-006	Understands the value of formal teams in promoting continuous quality improvement
538-01-007	Understands how a diverse membership can enhance team productivity by contributing different knowledge, perspectives, and experience
538-01-008	Understands the organizational and interpersonal barriers that may interfere with team development and functioning
538-01-009	Understands how differences in team members' communication and work styles can affect team member interactions, perceptions, and team performance
538-01-010	Knows strategies to identify and address situational and relationship problems that can inhibit team development and performance
538-01-011	Knows facilitation strategies to help task groups evolve into functional teams by enhancing group strengths and addressing barriers and challenges
538-01-012	Knows how to apply team development strategies to intra-agency and inter-agency work groups.
538-01-013	Knows how to apply team development principles to help supervisees work together effectively on unit-level initiatives.
538-01-014	Can determine the degree and type of guidance or support needed by each individual on a team to help the team achieve its goals
538-01-015	Can participate effectively both as a team leader and a team member
538-01-016	Can use team development strategies to promote joint decision-making, group cohesion, and collaboration to achieve mission-critical outcomes

**TOPIC: 539**  
**BUDGETING AND FISCAL OPERATIONS**

**Skill Sets**

**539-01:** Ability to manage agency budget and fiscal operations to maximize revenue and monitor and control expenditures.

<b>Skill Set 539-01: Ability to manage agency budget and fiscal operations to maximize revenue and monitor and control expenditures.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
539-01-001	Knows fundamental principles of accounting and bookkeeping as they relate to child welfare agency financing.
539-01-002	Knows the primary federal, state, and local funding streams and sources available to child welfare agencies
539-01-003	Understands the importance of devising funding strategies that are consistent with and responsive to agency program needs
539-01-004	Knows how unit-level activities affect overall agency expenditures and reimbursements.
539-01-005	Knows what information must be recorded and tracked by unit staff to maximize income and reimbursement
539-01-006	Understands joint agency funding strategies to support inter-agency projects and programs.
539-01-007	Understands the supervisor's and staff's responsibilities in designing and implementing community funding initiatives, such as tax levies
539-01-008	Knows how to develop a budget document with projected allocations and expenditures for a project or program
539-01-009	Knows how to manage a program area's budget cycle, including ongoing assessment of needs, planning allocations, program implementation, monitoring expenditures, and reconciliation.
539-01-010	Knows how to locate and access potential federal, state, local, and private funding sources to support agency projects and programs
539-01-011	Knows how to prepare and submit the budget portion of funding proposals to access foundation or other grant funds
539-01-012	Can plan, produce and monitor unit documentation needed to maximize agency reimbursements and income
539-01-013	Can participate with administrators in developing budgets for individual programs.
539-01-014	Can plan and prepare budgets for submission as part of funding proposals

**TOPIC: 540**  
**HUMAN RESOURCE MANAGEMENT**

**Skill Sets**

**540-01:** Ability to use legal guidelines, agency protocols, and practice standards to manage human resource/personnel activities at the unit level

<b>Skill Set 540-01: Ability to use legal guidelines, agency protocols, and practice standards to manage human resource/personnel activities at the unit level</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>540-01-001</b>	Knows federal and state laws and county/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
<b>540-01-002</b>	Knows the basic provisions of the agency's union contracts and the benefits and challenges of working with unions and bargaining units representing agency staff.
<b>540-01-003</b>	Knows the unit supervisor's responsibilities to maintain personnel files for all staff and what information must be documented
<b>540-01-004</b>	Knows the types and sources of information to be obtained about prospective employees to inform hiring decisions
<b>540-01-005</b>	Knows the range of behaviors that constitute sexual harassment and the supervisor/manager's role in investigating sexual harassment allegations
<b>540-01-006</b>	Understands how diversity issues can affect personnel management, and how one's own values and beliefs can affect the administration of personnel policies and actions
<b>540-01-007</b>	Understands the agency's compensation policies and practices related to promotions, overtime, vacation/sick leave, unemployment, and workers' compensation
<b>540-01-008</b>	Understands the attributes of applicants and work place conditions that promote hiring and increase retention of qualified staff in the child welfare profession
<b>540-01-009</b>	Understands laws, policies, and the supervisor's role related to layoffs, progressive discipline, grievance procedures, probation, and termination of employment
<b>540-01-010</b>	Knows how to formulate job descriptions and performance standards for positions in the unit, and how to determine prerequisite qualifications and abilities needed for these jobs
<b>540-01-011</b>	Knows how to conduct employment interviews and pre-hire activities to learn about an applicant's skills and limitations, to provide a realistic perspective on the job, and to enable applicants to make an informed decision about employment with the agency.
<b>540-01-012</b>	Knows how to use ongoing supervision and professional development activities to increase retention of unit staff



<b>540-01-013</b>	Can participate developing and reviewing agency and unit-level personnel policies and procedures
<b>540-01-014</b>	Can administer legal and agency human resources and personnel requirements with unit or department staff,

**TOPIC: 541**  
**SUPERVISING CHALLENGING EMPLOYEES**

**Skill Sets**

**541-01:** Ability to deal constructively with worker dissatisfaction, challenging behaviors, non-or poor performance of assigned responsibilities, defensiveness, and resistance to change

<b>Skill Set 541-01: Ability to deal constructively with worker dissatisfaction, challenging behaviors, non- or poor performance of assigned responsibilities, defensiveness, and resistance to change</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>541-01-001</b>	Knows the importance of clearly articulating job expectations and observable measures/indicators of job performance to staff
<b>541-01-002</b>	Knows the personal, interpersonal, and organizational factors that can interfere with an employee's capacity to perform job functions within agency expectations
<b>541-01-003</b>	Understands how a supervisor's frustration or anger toward staff members with chronic problem behaviors or unsatisfactory job performance can interfere with constructive action to assess and resolve problem areas.
<b>541-01-004</b>	Understands how differences in perspective, communication styles, or work styles may create conflict or contribute to a perception that an employee is uncooperative or difficult
<b>541-01-005</b>	Understands the personal, family, and unit level factors that may interfere with an individual's job performance or contribute to challenging behaviors.
<b>541-01-006</b>	Understands the work place dynamics and work environments that can contribute to job dissatisfaction and failure to meet performance expectations
<b>541-01-007</b>	Understands the nature of resistance, its emotional and behavioral indicators, and the importance of accurately identifying the factors contributing to it.
<b>541-01-008</b>	Understands how personal conflict between a supervisor and an employee can block communication and prevent reaching solutions to job-related problems
<b>541-01-009</b>	Understands how feelings of embarrassment, anxiety, lack of confidence, and frustration can be expressed in oppositional or resistive behavior.
<b>541-01-010</b>	Knows how to determine when a staff member's verbal hostility may be escalating to create a safety threat, and knows strategies to deal with a potentially dangerous situation.
<b>541-01-011</b>	Knows how to use strengths-based supervisory strategies to engage a staff member with challenging behaviors to participate in assessing and resolving performance problems
<b>541-01-012</b>	Knows how to implement progressive disciplinary action and use it as a motivator to encourage constructive dialogue to improve work performance
<b>541-01-013</b>	Can identify factors contributing to challenging behavior and design strategies to address these factors.
<b>541-01-014</b>	Can identify when intervention from Human Resources staff, Employee Assistance Programs, or agency administration are required, or when referral of a staff member to mental health or substance abuse professionals is warranted.

<b>541-01-015</b>	Can determine when termination of employment is necessary and can follow agency personnel procedures to do so.
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**TOPIC: 542**  
**MANAGEMENT OF CHANGE**

**Skill Sets**

**542-01:** Ability to plan, lead, and strategically manage both desired and unexpected changes to minimize disruption and increase the likelihood of positive outcomes.

<b>Skill Set 542-01: Ability to plan, lead, and strategically manage both desired and unexpected changes to minimize disruption and increase the likelihood of positive outcomes.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
542-01-001	Knows the importance of proactive planning, effective leadership, and management support to the success of any change initiative
542-01-002	Knows the sequence of steps that must be implemented if desired changes are to be fully integrated in the organization
542-01-003	Knows a variety of change management models and their use in designing and managing change initiatives
542-01-004	Understands the personal, interpersonal, and organizational dynamics of change in an organization, and how these can affect a change process
542-01-005	Understands how poorly managed change can contribute to de-evolution and destabilization in an organization
542-01-006	Understands the destructive impact of excessive, overly rapid, or continual change on people's coping capacity and their motivation to remain involved in even well-intended change processes
542-01-007	Understands the actions of managers and leaders that can enhance and support constructive change, and actions that can undermine and impede it
542-01-008	Knows strategies to respond quickly and constructively to the unintended consequences of any change initiative.
542-01-009	Knows how to evaluate the pre-change environment to identify supports and barriers, and use this information to design change management strategies
542-01-010	Knows how to assess the readiness, capacity, and comfort of all involved stakeholders and agency personnel.
542-01-011	Knows strategies to introduce and structure a plan for change that creates the least amount of disruption in the organization
542-01-012	Knows proactive communication strategies to inform staff and stakeholders about intended outcomes of an initiative and their respective roles in implementing it
542-01-013	Knows how to evaluate the effectiveness of the change process and modify the plans as needed
542-01-014	Can select and implement the most appropriate change management strategies to accomplish the intended outcomes of a change initiative
542-01-015	Can recognize the effects of unanticipated consequences and can provide leadership to prevent these from undermining the change effort
542-01-016	Can identify and address morale and performance problems that are a direct result of change processes.

**TOPIC: 543**  
**CULTURE AND DIVERSITY**

**Skill Sets**

**543-01:** Ability to relate with sensitivity and understanding to people from diverse backgrounds.

**543-02:** Ability to promote culturally competent casework services to children and families from diverse cultural backgrounds.

**543-03:** Ability to help the agency address the unique needs of families who are refugees or immigrants.

<b>Skill Set 543-01: Ability to relate with sensitivity and understanding to people from diverse backgrounds.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>543-01-001</b>	Knows how a person's cultural background, values, beliefs, social groups, and life experiences can influence their relationships with people from diverse backgrounds.
<b>543-01-002</b>	Knows the stages in the development of cultural competence and the factors that support or undermine its development.
<b>543-01-003</b>	Understands the dynamics of ethnocentrism and how it can lead to miscommunication, misjudgments, and conflict in cross-cultural relationships.
<b>543-01-004</b>	Understands the nature of stereotyping and how it can result in misjudgments about other people's thoughts, feelings, motivations, and behaviors.
<b>543-01-005</b>	Understands the difference between values and codes of conduct and how common fundamental values can be expressed in very different behaviors.
<b>543-01-006</b>	Understands how ethnocentrism, stereotyping, and lack of cultural knowledge support bias, discrimination, and racism.
<b>543-01-007</b>	Understands the concept of cultural pluralism and how a pluralistic society can benefit from the contributions of its diverse members.
<b>543-01-008</b>	Understands the effects of racism, ageism, sexism, homophobia, and other forms of discrimination on personal development and emotional health.
<b>543-01-009</b>	Knows how to use culturally relevant information in ways that do not promote stereotyping.
<b>543-01-010</b>	Knows how to use open-ended queries, active listening, and dialogue to promote constructive discussion and mutual understanding, and to prevent conflict.
<b>543-01-011</b>	Knows how to locate accurate cultural information, use cultural consultants, and access educational resources to strengthen one's own cultural competence.
<b>543-01-012</b>	Can recognize one's own lack of cultural knowledge and areas of personal bias.
<b>542-01-013</b>	Can engage in relationships with peers, supervisees, and families from a variety of diverse cultural, ethnic, and social backgrounds.

<b>Skill Set 543-02: Ability to promote culturally competent casework services to children and families from diverse cultural backgrounds.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
543-02-001	Knows how a supervisor's lack of competence about culture and diversity can interfere with the effectiveness of supervision of staff from diverse backgrounds.
543-02-002	Knows how a supervisee's lack of competence about culture and diversity can interfere with relationships with families and other professionals.
543-02-003	Understands how insensitive agency policies and practices can negatively affect services to children and families.
543-02-004	Understands how a family's legal status, experience with formal institutions and prior experiences of discrimination may affect its willingness to accept help from child welfare and other agencies.
543-02-005	Understands how families' perceptions of their needs and problems, coping strategies, and approaches to problem resolution may be culturally based.
543-02-006	Understands the importance of assessing child abuse and neglect, including risk and child safety, within the context of culturally-sanctioned parenting, child rearing, and discipline practices.
543-02-007	Knows how to help workers provide effective casework services when a family's parenting practices are not consistent with agency and community standards.
543-02-008	Knows how to use training, coaching, individual supervision, and advocacy to help agency personnel become more sensitive and responsive to families.
543-02-009	Knows how to help workers become more aware of diversity in their caseloads and how cultural and other differences may affect their work.
543-02-010	Knows how to use consultants to educate staff about diverse groups and to help establish communication with members of these groups.
543-02-011	Knows how to engage and work with community partner agencies to jointly address the needs of families from diverse backgrounds.
543-02-012	Can determine whether service providers offer relevant services for diverse families and can help workers locate and access the most effective services in a family's home community.
543-02-013	Can create an open and safe environment in the unit for exploring and discussing issues of culture and diversity.
543-02-014	Can develop educational plans with workers to increase their competence and comfort working with diverse families.
543-02-015	Can identify when a lack of cultural competence is affecting a worker's direct practice, and can teach and model culturally competent thinking and behavior.
543-02-016	Can coach workers to help families balance culturally-sanctioned parenting practices within the requirements of law.

<b>Skill Set 543-03: Ability to help the agency address the unique needs of families who are refugees or immigrants.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
543-03-001	Knows the financial, legal, and social challenges faced by immigrant and refugee families living in the United States.
543-03-002	Understands how a family's history of oppression and trauma in their home country, dislocation, and emigration may affect their coping capacity, parenting behaviors, and emotional health.
543-03-003	Understands how a family's reliance on people and support networks from their own ethnic or cultural communities may affect their involvement with the child welfare and other formal agencies.
543-03-004	Understands how a family's adherence to traditional values, beliefs, and traditions may complicate family assessments, case planning, and service delivery.
543-03-005	Understands the challenges in communicating with families whose first language is not English.
543-03-006	Knows how to help caseworkers identify and involve members of a family's network and community to partner in addressing and resolving a family's problems.
543-03-007	Knows how to identify and involve qualified interpreters to enable accurate and more open communication with families who do not speak fluent English.
543-03-008	Can work with agency administrators to develop formal partnerships with culturally-based community networks and service providers on behalf of families and children.

**TOPIC: 544**  
**COACHING FOR TRANSFER OF LEARNING AND SKILL DEVELOPMENT**

**Skill Sets**

**544-01:** Ability to promote transfer of learning and skill development through the use of feedback, coaching, and other educational supervision strategies.

<b>Skill Set 544-01: Ability to promote transfer of learning and skill development through the use of feedback, coaching, and other educational supervision strategies.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
544-01-001	Knows the importance of ongoing educational supervision to sustain professional growth and development
544-01-002	Knows the purpose, preferred uses, benefits, and limitations of educational supervision strategies including constructive feedback, coaching, on-the-job training, and skill building
544-01-003	Knows the importance of creating a supportive learning environment that values and supports mastery of new knowledge and skills, and that promotes transfer of learning from formal training to the job.
544-01-004	Knows the concepts and principles of adult learning theory and how these apply to on-the-job training, coaching, and transfer of learning
544-01-005	Knows the importance of engaging staff in assessing their own learning needs and choosing learning activities to address them
544-01-006	Knows the typical stages in the acquisition and mastery of knowledge and skills and the most appropriate supervisory and educational strategies for each stage of development
544-01-007	Understands key differences in individual learning styles and preferences, how these may affect the learner-coach relationship, and how learning activities can be modified to accommodate differences in learning styles
544-01-008	Understands how organizational factors can undermine both learning and job performance and how to differentiate learning needs from non-training barriers to performance
544-01-009	Knows how to evaluate and identify staff's preferred learning styles.
544-01-010	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
544-01-011	Knows strategies to evaluate and select the most effective coaches for individual learners
544-01-012	Can use supervisory conferences with staff as an opportunity to model and reinforce competent practice.
544-01-013	Can use learning contracts, action plans, modeling, shadowing, guided practice, and strengths-based feedback as on-the-job training strategies
544-01-014	Can create "learning moments" for staff by applying coaching and feedback into routine daily work activities.
544-01-015	Can integrate educational supervision strategies in unit meetings, staff conferences, case review, and formal case consultations.



**TOPIC: 545**  
**LEADERSHIP DEVELOPMENT**

**Skill Sets**

545-01: Ability to identify and prepare staff to potentially fill leadership positions in the agency

<b>Skill Set 545-01: Ability to identify and prepare staff to potentially fill leadership positions in the agency</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
545-01-001	Understands the importance of proactively developing staff to assume leadership positions in the agency
545-01-002	Knows what constitutes leadership, the benefits and desired outcomes of staff functioning as leaders, and how leadership behaviors differ from typical job activities, particularly at the supervisory and management level.
545-01-003	Knows the personal qualities commonly associated with effective leaders
545-01-004	Knows the prerequisite knowledge, skills and experience for effective leadership
545-01-005	Understands how principles of adult learning, training needs assessment, coaching, and transfer of learning apply to the leadership development process
545-01-006	Understands the organizational structures and bureaucratic processes that pose disincentives for staff to function as leaders in the agency
545-01-007	Knows how to help staff members explore their personal qualifications, motivation, interest, and readiness to pursue leadership development
545-01-008	Knows how to establish and support a learning environment that encourages staff to develop their leadership potential
545-01-009	Knows how to engage potential leaders in a coaching and/or mentoring relationship to enable them to acquire and master leadership skills over time
545-01-010	Knows on-the-job learning activities that can support and enhance formal leadership development training
545-01-011	Can model leadership skills and behaviors within the context of daily supervision or management activities
545-01-012	Can provide targeted feedback to staff to help them incorporate leadership behaviors and strategies into their jobs.

**TOPIC: 546**  
**MANAGING HIGH-PROFILE AND CRISIS SITUATIONS**

**Skill Set**

**546-01: Ability to manage high-profile and crisis situations in a manner that supports agency staff and client families, and constructively resolves the issues**

<b>Skill Set 546-01: Ability to manage high-profile and crisis situations in a manner that supports agency staff and client families, and constructively resolves the issues</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
546-01-001	Knows the defining characteristics of a high-profile or crisis situation involving the agency, client families, foster caregivers, and/or community members
546-01-002	Knows the supervisor/manager's role in notifying agency administration of a potential high-profile or crisis situation
546-01-003	Knows agency policies and procedures to be followed when involved in high-profile and crisis situations
546-01-004	Knows the necessity of keeping the community informed in high-profile or crisis situations, while appropriately maintaining confidentiality of all persons involved.
546-01-005	Knows the scope and type of information that can be disclosed within the agency and to the public and how to follow notification guidelines.
546-01-006	Knows how to gather, review, and analyze information to accurately determine the circumstances leading to a high profile or crisis situation
546-01-007	Knows when to notify and involve legal counsel to support the agency in high profile or crisis situations
546-01-008	Knows strategies to objectively inform and debrief staff, providers and client families about high-profile or crisis situations
546-01-009	Knows strategies to provide emotional support and necessary services to staff, clients and providers who are directly involved in high profile or crisis situations
546-01-010	Knows how to devise and implement an action plan to address high profile and crisis situations, while minimizing disruption in agency services
546-01-011	Can communicate effectively with staff, external stakeholders, and community members about high profile and crisis situations, and knows when to involve public relations staff or consultants
546-01-012	Can work collaboratively with agency managers and staff to develop a coherent plan to respond to high-profile and crisis situations
546-01-013	Can talk with external stakeholders, the media, and the community at large to de-escalate crisis and protect confidentiality while maintaining good relationships with external stakeholders

**TOPIC: 547**  
**COLLABORATION AND COORDINATION**

**Skill Sets**

**547-01:** Ability to work collaboratively within the agency, with providers, and with the community to achieve common goals and to coordinate and integrate services and resources.

<b>Skill Set 547-01: Ability to work collaboratively within the agency, with providers, and with the community to achieve common goals and to coordinate and integrate services and resources.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
547-01-001	Knows the roles and responsibilities of all job positions in the agency and how each function contributes to the agency's mission
547-01-002	Knows the functions of community partner agencies and the types of services each provides
547-01-003	Knows the roles and responsibilities of professionals from a variety of disciplines (medicine, law, education, mental health, developmental disabilities) in the assessment and treatment of child abuse and neglect
547-01-004	Knows the eligibility requirements, referral procedures, and basic operating procedures of community partner agencies
547-01-005	Understands how programs from community based agencies form a continuum of services for children and their families
547-01-006	Understands how intra- and inter-agency collaboration can maximize available resources, increase ease of access to services, streamline referral processes, and ensure integrated case planning and service delivery
547-01-007	Understands the need for close collaboration and professionalism among staff of all involved agencies to prevent duplication of effort, gaps in services, and delivery of ineffective services
547-01-008	Understands how conflicting eligibility requirements, confidentiality restrictions, and differences in policies and procedures may impede inter-agency collaboration.
547-01-009	Understands fiscal, policy, workplace, and community factors that might contribute to the development of "turf" issues and increase resistance to collaborating.
547-01-010	Knows how to recognize when a lack of collaboration is negatively affecting the quality, timeliness, and effectiveness of services to children and families.
547-01-011	Knows how to establish a common vision, develop congruent goals, design universal intake and referral processes, implement joint funding strategies, and use inter-agency teams to reduce barriers to collaboration.
547-01-012	Knows communication and team building strategies to engage other professionals and to support development of collaborative and trusting professional relationships.
547-01-013	Knows strategies to develop formal networks of service providers who serve the same client population and/or work toward similar goals

<b>547-01-014</b>	Knows how to plan and coordinate service delivery in formal, collaborative inter-agency settings such as a family resource center, or an inter-agency or interdisciplinary task force
<b>547-01-015</b>	Can model collaborative behavior when working with professionals from other agencies.
<b>547-01-016</b>	Can use negotiation and consensus-building strategies to overcome differences and remove barriers to collaboration.

**TOPIC: 548**  
**CUSTOMER SERVICE**

**Skill Sets**

**548-01:** Ability to promote good customer service and ensure provision of responsive, respectful and accountable services

<b>Skill Set 548-01: Ability to promote good customer service and ensure provision of responsive, respectful and accountable services</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>548-01-001</b>	Knows the components of good customer service and the factors that promote responsiveness and follow through in the agency.
<b>548-01-002</b>	Knows the supervisor's responsibility to support and monitor the responsiveness and quality of services provided by the agency
<b>548-01-003</b>	Understands the effects of bureaucratic procedures and other organizational barriers on the agency's ability to provide effective customer service.
<b>548-01-004</b>	Understands the unique challenges of providing customer service to non-voluntary clients.
<b>548-01-005</b>	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
<b>548-01-006</b>	Knows strategies to reduce anger, confusion, or hostility from clients, and to clarify and resolve their issues.
<b>548-01-007</b>	Knows strategies to provide customer service to clients who have special needs, or clients with different language or cultural backgrounds
<b>548-01-008</b>	Can design and use customer satisfaction surveys to determine family members' perceptions of agency services, and can analyze data to identify strengths and areas for improvement
<b>548-01-009</b>	Can develop and monitor service delivery practices to ensure that services are user-friendly, professional and responsive to children and families.

**TOPIC: 549**  
**CONTRACT MANAGEMENT AND MONITORING**

**Skill Sets**

549-01: Ability to manage and monitor agency contracts with service providers

<b>Skill Set 549-01: Ability to manage and monitor agency contracts with service providers</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
549-01-001	Knows the essential components of an effective contractual agreement
549-01-002	Knows the basic structure, purpose, and legal foundation of various types of contracts, compacts, and interagency agreements
549-01-003	Knows the importance of clearly articulating desired service activities, expected outcomes, and indicators of satisfactory performance in contract documents
549-01-004	Knows the criteria with which to evaluate a potential contractor's qualifications to perform services for the agency
549-01-005	Knows Council on Accreditation (COA) guidelines, applicable state and federal contract requirements, and county-specific procedures for agency contracts with service providers
549-01-006	Understands what types of services and activities remain the legal responsibility of the child welfare agency, even if provided under a subcontract with a community provider
549-01-007	Understands how frequent communication with contract providers can promote early identification, negotiation, and resolution of contract compliance issues or performance problems
549-01-008	Knows how to identify the service needs of families and children to determine the type and scope of services to be sought from community providers
549-01-009	Knows how to gather relevant data about a prospective contractor's history, services and programs, past performance, and evaluation data that confirms service outcomes to help determine a contractor's appropriateness to deliver desired services or activities
549-01-010	Knows how to develop and implement outcome-based deliverables and performance measures.
549-01-011	Knows how to involve caseworkers in monitoring their clients' use of services and evaluating the quality and responsiveness of provider agencies
549-01-012	Knows strategies to survey and evaluate client satisfaction with contracted services
549-01-013	Knows how to monitor the extent to which the contract provider meets the administrative, service delivery and budgetary requirements outlined in the contract
549-01-014	Can monitor service delivery to determine whether contracted services met clients' needs
549-01-015	Can use contractor performance and other outcome data to review expenditures and to plan budgets for future contract expenditures

<b>549-01-016</b>	Can use monitoring and evaluation data to negotiate and resolve non-compliance issues, discrepancies in invoices, and quality control problems
<b>549-01-017</b>	Can determine when a provider contract should be discontinued or should not be renewed because of failure to achieve contract deliverables within the agency's expectations

**TOPIC: 550**  
**QUALITY IMPROVEMENT**

**Skill Sets**

**550-01:** Ability to perform continuous quality improvement activities to monitor outcomes and assure the effectiveness of agency services

<b>Skill Set 550-01: Ability to perform continuous quality improvement activities to monitor outcomes and assure the effectiveness of agency services.</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
550-01-001	Knows the primary components of continuous quality improvement programs and how these are used to improve agency processes and outcomes
550-01-002	Knows the importance of setting up formal systems to collect reliable and valid data about all aspects of agency operation
550-01-003	Understands the role of continuous quality improvement in maximizing use of resources and ensuring accountability to agency management, boards, and community stakeholders
550-01-004	Understands the benefit of involving all levels of agency staff, clients, community members, and other stakeholders in quality improvement planning and implementation
550-01-005	Understands the supervisor's role as part of the agency management team in agency-wide quality improvement activities
550-01-006	Understands the supervisor's role in leading quality improvement activities for the work unit
550-01-007	Understands how a strengths-based approach to leadership can empower staff, build confidence, and increase motivation to participate in continuous quality improvement practices
550-01-008	Knows strategies to collect qualitative and quantitative data about service outcomes, work processes, compliance with rules and mandates, contract deliverables, fiscal activities, overall staff performance, and customer satisfaction for use in quality improvement planning
550-01-009	Knows how 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
550-01-010	Knows strategies to report information about the progress and results of quality improvement activities in the agency and community
550-01-011	Can lead and/or participate in continuous quality improvement initiatives to help staff, the unit, and the agency as a whole achieve better outcomes



**TOPIC: 551**  
**STAFF AND WORKPLACE SAFETY FOR SUPERVISORS/MANAGERS**

**Skill Sets**

**551-01:** Ability to help workers recognize potentially dangerous conditions / situations in the workplace and the field and prepare workers to respond safely and appropriately

<b>Skill Set 551-01: Ability to help workers recognize potentially dangerous conditions / situations in the workplace and the field and prepare workers to respond safely and appropriately</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>551-01-001</b>	Knows the importance of communicating and modeling the agency's commitment to and procedures for assuring staff safety
<b>551-01-002</b>	Knows safety policies and procedures for in-agency and field visits, work-related driving, transporting clients, and using public transportation
<b>551-01-003</b>	Knows the importance of regularly reviewing safety protocols with staff and monitoring to ensure that staff consistently implement them
<b>551-01-004</b>	Knows the types of case information to be reviewed to identify potential danger prior to a first home visit and throughout the worker's involvement in the case.
<b>551-01-005</b>	Knows common verbal and nonverbal (behavioral) indicators of escalating anger and hostility
<b>551-01-006</b>	Knows the role of community law enforcement in accompanying workers on field visits in potentially dangerous situations, and knows when to request law enforcement support
<b>551-01-007</b>	Understands how cultural differences in interpersonal communication styles and expectations may contribute to a perception that a client or the environment is unsafe
<b>551-01-008</b>	Knows how to use critical incident reports to educate staff about potential safety risks and to prevent further incidents
<b>551-01-009</b>	Knows supervisory strategies to promote worker safety, to recognize safety threats in the work place, and to decrease vulnerability during home visits.
<b>551-01-010</b>	Can prepare and coach workers to assess client and case information and the environment for potential danger, and to respond to dangerous situations in the field and in the workplace to reduce vulnerability

**TOPIC: 552**  
**WRITTEN AND VERBAL COMMUNICATION**

**Skill Sets**

**552-01:** Ability to effectively use written and verbal communication strategies

<b>Skill Set 552-01: Ability to effectively use written and verbal communication strategies</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>552-01-001</b>	Knows the principles of effective oral communication.
<b>552-01-002</b>	Knows the principles of effective written communication.
<b>552-01-003</b>	Knows how cultural influences and differences in personal communication styles may affect how individuals give, receive, and interpret information
<b>552-01-004</b>	Knows the importance of accurately interpreting nonverbal communications, such as tone of voice, facial expressions, and body postures to ensure that a communication is understood.
<b>552-01-005</b>	Knows principles of technical writing for developing clear and concise reports and proposals
<b>552-01-006</b>	Knows how to develop an organized outline to guide both oral and written communications and presentations.
<b>552-01-007</b>	Knows when and how to seek feedback from recipients of a communication to ensure that the message received was consistent with the intended message.
<b>552-01-008</b>	Knows how to facilitate discussion to help others clarify their communications, better articulate their points, and eliminate misunderstandings.
<b>552-01-009</b>	Can prepare technical proposals or contract narratives, policy and procedure documents, reports and other documentation