

RELATED SUPERVISOR/MANAGER COMPETENCIES

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RELATED SUPERVISOR/MANAGER COMPETENCIES

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 utilize a variety of decision making strategies best suited for different circumstances and environments

Skill Set 531-01: Ability to lead and participate in agency and community strategic and operational planning activities	
Comp. No.	Competency Description
531-01-001	Knows the proper sequence of steps in any planning process
531-01-002	Knows the similarities and differences in strategic planning, operational planning, program planning, case planning, and community planning
531-01-003	Understands the necessity of practicing 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 engaging in any type of planning activity
531-01-006	Understands the value of collaborative planning in generating consensus and commitment to plan implementation and success
531-01-007	Understands the role of supervisors and managers in all types of community, agency, and unit planning activities
531-01-008	Understands how general resistance to change can affect participants willingness to be involved in plan development and their commitment to plan implementation
531-01-009	Knows how to determine the entities and persons who should be involved in a planning initiative to assure its success
531-01-010	Knows how to stay current with emerging research and trends, and how to use administrative and other agency-specific data to inform and shape planning activities
531-01-011	Knows how to engage and empower unit staff to participate in planning and decision making at both macro and micro levels
531-01-012	Knows how to keep external stakeholders fully engaged throughout a planning process and how to sustain their involvement during plan implementation
531-01-013	Knows strategies to communicate success of plan implementation and to demonstrate agency accountability to internal agency staff, stakeholders, and the

	community at large
531-01-014	Knows how to help the organization maintain momentum in plan implementation, and to sustain commitment to re-assessing and revising plan goals, objectives, activities over time
531-01-015	Can apply the steps common to all planning processes to a variety of agency and community planning initiatives
531-01-016	Can identify organizational barriers and other obstacles to plan development and accomplishment, and can implement strategies to address and overcome these
531-01-017	Can represent the agency's position and interests when participating in community-based planning processes

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

RELATED SUPERVISOR/MANAGER COMPETENCIES

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

Skill Set 532-01: Ability to use a power from a variety of sources to promote achievement of goals and objectives	
Comp. No.	Competency Description
532-01-001	Knows the various sources of power, the strengths and limitations of each type of power, and the circumstances in which different forms of power are most effectively used
532-01-002	Understands the challenges in establishing rapport and relationships between individuals who have different levels of prescribed power
532-01-003	Understands how acquired forms of power, such as expert power and influence, contribute to leadership effectiveness, even when one does not have prescribed power
532-01-004	Understands how the misuse or inappropriate use of power can create tension and conflict and can ultimately undermine goal achievement
532-01-005	Understands how failure to exercise power and authority undermines leadership effectiveness and goal achievement
532-01-006	Understands the disincentives to exercising power and authority in rigid, closed, and punitive environments
532-01-007	Knows how to empower others to collaborate effectively in situations where participants have unequal power
532-01-008	Knows how to choose the most effective type of power to fit a particular situation or to achieve a specific goal
532-01-009	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
532-01-010	Can flexibly use a variety of types of power to help achieve specific goals and objectives

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 533

SUPERVISING FOR OPTIMAL JOB PERFORMANCE

Skill Set

533-01: Ability to create and sustain a work environment that values continuous growth and development, and that promotes staff creativity, self-reliance, competence, and proficiency in job performance

Skill Set 533-01: Ability to create and sustain a work environment that values continuous growth and development, and that promotes staff creativity, self-reliance, competence, and proficiency in job performance

Comp. No.	Competency Description
533-01-001	Knows the value of creating a strengths-based learning environment that supports professional development and promotes high levels of job competence and performance
533-01-002	Knows the principles of adult learning and how these affect staff's investment in continuous professional growth
533-01-003	Knows how personal and cultural differences can affect the learning and development process and the importance of individualized approaches to identifying strengths and developmental needs
533-01-004	Knows administrative, educational and supportive supervisory strategies that can help workers reach their potential and succeed in their jobs
533-01-005	Understands the supervisor's role and responsibility in facilitating worker development on the job through coaching, on-the-job training, empowerment, support of self-directed learning, transfer of learning from formal training, and interpersonal support
533-01-006	Understands the importance of being current on new developments and approaches in the child welfare profession and of using empirical and other types of data to shape and support practice changes
533-01-007	Knows how to review and interpret the empirical research literature to identify innovative, promising, or empirically supported intervention strategies
533-01-008	Knows how to encourage staff to master and use creative or innovative approaches to practice, to coach them in implementing practice changes, and to monitor the outcomes of such changes
533-01-009	Knows how to determine when lack of knowledge and skill, lack of confidence, personal concerns, and organizational barriers are impeding staff's ability or willingness to develop and implement new skills
533-01-010	Knows how to identify knowledge and skill deficiencies and design effective learning opportunities by using training needs assessment, referral to formal training programs, learning contracts, opportunities to practice new skills on the job, regular coaching and feedback, and positive reinforcement for excellence

533-01-011	Knows how to help staff members identify and resolve personal and organizational barriers that interfere with growth and development on the job
533-01-012	Knows how to select and apply supervisory styles and interventions best suited to match an employee's level of skill and experience, motivation, work style, and learning style
533-01-013	Knows how to apply strengths-based supervisory approaches to enable staff to openly discuss their successes and strengths, and to identify ways to improve individual and unit performance
533-01-014	Knows how to work with upper level managers to eliminate organizational barriers to effective job performance, particularly when these prevent staff from applying knowledge and skills they have learned in training to their jobs
533-01-015	Knows how to model and reinforce cultural competence in all aspects of communication, interpersonal relationships, and casework practice
533-01-016	Can determine the most effective supervisory styles for employees at varying stages of personal and job development, and can flex personal style depending on the worker's competence and motivation
533-01-017	Can establish a work environment in the unit that promotes optimal performance and staff commitment to excellence, and can advocate for organizational change if needed to address any factors that limit unit success

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 534 PERFORMANCE EVALUATION

Skill Sets

534-01: Ability to fairly and accurately assess staff performance, provide feedback to staff about their strengths and developmental needs, and use evaluation data to promote performance improvement and professional development

Skill Set 534-01: Ability to fairly and accurately assess staff performance, provide feedback to staff about their strengths and developmental needs, and use evaluation data to promote performance improvement and professional development

Comp. No.	Competency Description
534-01-001	Knows the role and purpose of performance evaluations in management of the organization, and how performance evaluation is integrated with other management interventions
534-01-002	Knows the importance of using evaluation criteria that are mission-relevant, job specific, and are derived from the staff member's formal position description
534-01-003	Knows the importance of viewing performance evaluation as a collaborative and ongoing strategy for performance improvement and quality assurance, rather than a once-yearly "snapshot" by the supervisor of a staff member's performance
534-01-004	Knows the potential impact on performance evaluations of Affirmative Action guidelines, Civil Service requirements, personnel policies, and negotiated union contracts
534-01-005	Understands how performance evaluations can be used in conjunction with formal training and job coaching to promote personal and professional growth and to encourage professional advancement in the organization
534-01-006	Understands the factors that can undermine individual job performance, including organizational barriers, insufficient or ineffective supervision, lack of clarity in performance expectations, lack of resources, the effects of personal stress on motivation and resilience, and lack of knowledge, skill, or confidence
534-01-007	Understands how a supervisor's personal bias or failure to understand cultural differences can interfere with an objective assessment of staff performance
534-01-008	Understands the supervisory and agency factors that create fear and increase unwillingness of staff to truthfully disclose personal information or concerns about performance
534-01-009	Knows how to develop performance criteria that are specific, measurable, 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 deficiencies in execution/behavior

534-01-011	Knows how to provide balanced feedback to staff about their capacities and strengths, as well as areas in which performance needs to improve
534-01-012	Knows how to use evaluation findings to develop a formal, individual Performance Improvement Plan with goals, objectives, and activities to addresses both performance problems and developmental needs
534-01-013	Can use multiple sources of data to fully assess a staff member's job performance, including direct observation, discussion during supervisory conference, input from clients and other staff members, and review of case records and other documentation
534-01-014	Can engage supervisees to collaborate in an honest self-assessment of their performance and developmental needs, and to invest in implementing a developmental plan

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 535 MANAGEMENT OF CONFLICT AND HOSTILITY

Skill Sets

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

535-02: Ability to constructively manage and resolve conflict among agency departments, staff members, clients, or community providers

Skill Set 535-01: Ability to identify and assess the origins and dynamics of conflict among agency departments, staff members, clients and service providers	
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Comp. No.	Competency Description
535-01-001	Knows common sources, indicators, and dynamics of conflict among agency departments or units, individual staff members, clients and staff members, and staff members and community service providers
535-01-002	Knows verbal and behavioral indicators of hostility and resistance, and know how to recognize when an unresolved conflict situation is escalating or has reached crisis point
535-01-003	Understands the systemic issues that generate and sustain conflict, including the adversarial nature of court proceedings, competition for funding and agency or community resources, lack of clear communication, unclear roles, responsibilities, and expectations of staff or clients, absence of policies that promote collaboration, and inappropriate use of power and authority
535-01-004	Understands how differences in cultural codes of conduct and communication styles, and the misinterpretation of verbal and non-verbal communications and behaviors can contribute to interpersonal conflict at all levels
535-01-005	Knows interpersonal dynamics that increase conflict, such as fear and anxiety, distrust of others, need to maintain positive self-esteem, use of intimidation to regain control or achieve a personal goal, diverting attention away from critical issues or problems, or jockeying for power or position
535-01-006	Knows strategies 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 situations
535-01-007	Can accurately identify the source and dynamics of conflict and its impact on personal relationships or people's ability to complete essential job tasks

Skill Set 535-02: Ability to constructively manage and resolve conflict among agency departments, staff members, clients, or community providers	
Comp. No.	Competency Description
535-02-001	Knows the stages of escalation of conflict and methods to intervene to prevent further escalation at each stage
535-02-002	Understands how personal discomfort in conflict situations may impact our effectiveness in managing conflict among others
535-02-003	Knows strengths-based strategies that can reduce hostility and promote open and honest communication in conflict situations
535-02-004	Knows how to adapt one's own communication style and approach to defuse conflictual situations, and how to help others recognize and adapt their approaches when miscommunication is at the source of a conflict situation
535-02-005	Knows how to promote open and honest discussion, elicit people's feelings, validate their concerns, avoid defensiveness, and clarify the dynamics operating in a conflict situation
535-02-006	Knows strategies to guide others in negotiating to reach a mutually acceptable solution to problems or issues
535-02-007	Knows how to coach workers and model appropriate intervention strategies to help staff resolve interpersonal conflict with clients or other staff members
535-02-008	Knows how to use problem solving and mediation strategies to address and resolve conflict situations for others
535-02-009	Can remain calm and confident in the face of conflict, maintain the clarity of communications, and communicate commitment to resolve the conflict constructively
535-02-010	Can effectively lead others in negotiating to mutually agreeable solutions in conflict situations
535-02-011	Can determine when a caseworker should be reassigned from a case due to an inability to resolve a conflict with a client that is interfering with the successful provision of services

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 536

PUBLIC INFORMATION AND COMMUNITY RELATIONS

Skill Set

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

Skill Set 536-01: Ability to enhance community understanding of the agency and its mission, and to generate community support for agency programs and services	
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Comp. No.	Competency Description
536-01-001	Knows the value of proactive, ongoing communication with staff, stakeholders, and community members about the agency's mission, service programs, and desired outcomes
536-01-002	Knows legal requirements for confidentiality and understands the appropriate use of release of information documents
536-01-003	Knows policies and procedures governing the review of family and caregiver case records by agency personnel, volunteers, or caregivers
536-01-004	Understands the proper role and responsibility of agency managers, supervisors, and line workers in initiating and monitoring communications with the public and the media about agency programs, positions on issues, ongoing operations, decisions, and activities
536-01-005	Understands issues, policies and procedures for sharing information or case action with family members, providers, other professionals, the media, and others seeking information about a particular case
536-01-006	Knows how to use annual reports, newsletters and brochures to educate the public about agency services; knows how to prepare materials and content for oral and written presentations
536-01-007	Knows strategies to elicit and integrate community input regarding agency performance to improve agency operations, and when developing new services and program
536-01-008	Knows how to appropriately disclose information to respect the public's right to know while protecting access to confidential family information
536-01-009	Knows strategies to engage local radio, television, and print media about agency programs and services and to educate them about agency programs, concerns, and needs
536-01-010	Knows how to protect privacy rights of children and families when participating in federal, state or university research projects
536-01-011	Knows how to plan and implement public relations campaigns for foster and adoptive family recruitment and to promote passage of local tax levies, including appropriately using the print, television, and radio media

536-01-012	Can implement a coordinated agency public relations strategy that increases public value in the community, responds quickly to public concerns, increases agency visibility in the community, and uses the media to the agency's best advantage
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RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 537

TIME AND STRESS MANAGEMENT FOR SUPERVISORS/MANAGERS

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

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	
Comp. No.	Competency Description
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 the ways that 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, such failure to complete work assignments, poor health, psychological distress, secondary trauma, absenteeism, low morale, burnout, and post-traumatic stress disorder (PTSD)
537-01-005	Understands the ways that disorganization and poor time management can increase work-related distress
537-01-006	Understands the ways in which a supervisor's actions can undermine workers' ability to manage their time and increase their psychological distress
537-01-007	Understands how caseload management systems can assist in case assignment and weighting to promote equivalence in work load among members of the unit
537-01-008	Knows supervisory strategies to help staff better organize their work loads and manage their time, particularly 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 responsibility
537-01-010	Knows supportive supervisory activities to reduce work-related stress and help to prevent burnout
537-01-011	Knows how to access agency and community resources to help manage personal and work-related stress, including Employee Assistance and Wellness programs, support groups, peer support, respite, and mental health treatment
537-01-012	Can plan, organize, and manage multiple priorities, and can perform activities in a manner that makes the best use of existing resources and time

537-01-013	Can help workers develop and implement plans to improve time and workload management
537-01-014	Can determine when personal and work-related stress is effecting a supervisor's or worker's ability to adequately perform assigned job tasks, and can use a variety of strategies, including ongoing supportive supervision, to manage individual stress

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 538 TEAM DEVELOPMENT AND FACILITATION

Skill Set

538-01: Ability to participate as a leader and/or as a contributing member on agency and community work and planning teams

Skill Set 538-01: Ability to participate as a leader and/or as a contributing member on agency and community work and planning teams	
Comp. No.	Competency Description
538-01-001	Knows the purpose, process and activities of different types of work teams including intact, ad-hoc and virtual teams
538-01-002	Knows criteria to determine whether a team is necessary to accomplish a task, and what type of team is best suited for the purpose
538-01-003	Knows the phases of group development and how these impact team development
538-01-004	Knows the stages in the development of teams, and the characteristics of mature, collaborative decision-making teams
538-01-005	Knows the basic components of effective teams including clear mission, common goals and identity, shared accountability for outcomes, interdependence, and collaborative decision making
538-01-006	Understands the value of teams in promoting continuous quality improvement
538-01-007	Understands the value of diversity in teamwork in contributing differing perspectives, knowledge and experience to the team tasks
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, their perceptions of the team process, and the performance of the team
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 groups of people address barriers and challenges, and develop into functional teams
538-01-012	Knows how to apply team development strategies to both intra-agency work groups and inter-agency teams
538-01-013	Knows how to apply team development principles to help supervisees work together effectively on case-level and unit-level projects
538-01-014	Can determine the appropriate degree and type of supervisory support needed by each individual on the team to help the team achieve its goal
538-01-015	Can participate effectively both as a team leader and a team member

538-01-016	Can manage team process and promote joint decision-making, group cohesion and collaboration in order to reach mission-critical unit and agency outcomes
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RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 539 BUDGETING AND FISCAL OPERATIONS

Skill Sets

539-01: Ability to manage agency fiscal activities and expenditures to maximize available funding and reimbursement, and to prepare budget documents for submission with funding proposals

Skill Set 539-01: Ability to manage agency fiscal activities and expenditures to maximize available funding and reimbursement, and to prepare budget documents for submission with funding proposals

Comp. No.	Competency Description
539-01-001	Understands the importance of accurate record keeping and documentation by all agency staff to ensure that the agency receives federal and state reimbursement
539-01-002	Knows how the work unit's activities affect the overall agency budget expenditures and reimbursements, and knows what information must be tracked by unit staff to maximize income and reimbursement
539-01-003	Knows how to project the fiscal needs of the agency or work unit for general operations and /or specific programs
539-01-004	Knows how to develop a budget document with projected allocations and expenditures for a project or program
539-01-005	Knows how to manage a program area's overall budget cycle, including assessment of needs, budget planning, implementation, and monitoring of expenditures and income
539-01-006	Knows how to research and access potential funding sources including federal, state, local and private sources, to support projects and agency programs
539-01-007	Knows how to prepare and submit the budget portion of funding proposals to access grant monies to support agency programs and initiatives
539-01-008	Can plan, produce and monitor unit documentation and records that are needed to maximize agency reimbursements and funding
539-01-009	Can participate with administrators in developing program budgets. Can plan and prepare budgets for submission as part of funding proposals

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 540 HUMAN RESOURCES MANAGEMENT

Skill Sets

540-01: Ability to use state legal guidelines, agency protocols and best practice standards in managing human resource/personnel activities in agency work units

Skill Set 540-01: Ability to use state legal guidelines, agency protocols and best practice standards in managing human resource/personnel activities in agency work units	
Comp. No.	Competency Description
540-01-001	Knows federal and state laws and county/agency policies and procedures that regulate human resource management, including confidentiality, Civil Service and Affirmative Action requirements, Americans with Disabilities Act and Family and Medical Leave Act
540-01-002	Knows the benefits and challenges of working with unions and bargaining units representing staff in the agency, and the basic tenets of the union contract with the agency
540-01-003	Knows the responsibilities of the unit supervisor to maintain personnel files for each staff member, and knows information to document and include in the file
540-01-004	Knows the types and sources of information to be gathered about prospective employees to inform hiring decisions, including employment history, references, criminal records, writing samples, personality assessments, values questionnaires, and information from personal interviews
540-01-005	Knows the types of behaviors that can constitute sexual harassment in the work place, and knows the supervisor/manager's role in the investigation process for sexual harassment charges
540-01-006	Understands how cultural issues can affect personnel management, and how the supervisor/manager's own values and beliefs can affect administration of personnel policies and actions
540-01-007	Understands compensation issues affecting staff, including promotions, overtime, unemployment, and workman's compensation
540-01-008	Understands the conditions that promote the employment and retention of qualified staff in the child welfare profession
540-01-009	Understands the legal and agency policy requirements, and the supervisor's role in managing personnel actions such as layoff, progressive discipline, grievance procedures, probation, and employment termination
540-01-010	Knows how to formulate job descriptions and performance standards for positions in the unit, and how to determine prerequisite qualifications and abilities needed for the job

540-01-011	Knows how to conduct employment interviews and pre-hire activities to elicit information about an applicant's skills and limitations, to provide prospective candidates a realistic perspective on the nature and scope of the work, and to enable applicants to make informed decisions about accepting employment with the agency
540-01-012	Knows how to use regular supervision and ongoing professional development to increase retention of staff in the unit
540-01-013	Knows how to participate as part of the agency management team in union contract negotiations, and in developing or reviewing personnel policies
540-01-014	Can administer legal and agency policy human resources/personnel requirements with unit or department staff, and can participate in agency personnel planning and union contract negotiations

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 541 SUPERVISING CHALLENGING EMPLOYEES

Skill Sets

541-01: Ability to assess factors that may lead to worker dissatisfaction, challenging behaviors, non-performance of assigned tasks, and resistance to change; and to apply supervisory strategies that reduce resistance and defensiveness, and enable the employee to constructively address performance problems

Skill Set 541-01: Ability to assess factors that may lead to worker dissatisfaction, challenging behaviors, non-performance of assigned tasks, and resistance to change; and to apply supervisory strategies that reduce resistance and defensiveness, and enable the employee to constructively address performance problems

Comp. No.	Competency Description
541-01-001	Knows the importance of clearly articulating to employees both job expectations and observable measures/indicators of these job requirements
541-01-002	Knows the personal, interpersonal, and organizational factors that can interfere with an employee's capacity to perform job functions within agency expectations
541-01-003	Understands how a supervisor's personal frustration and anger toward staff members who exhibit chronic problem behaviors and unsatisfactory job performance can interfere with constructively responding to these behaviors
541-01-004	Understands how cultural misunderstandings in perspectives, work standards, communication styles, or work styles may create conflict between a worker and supervisor, or may contribute to the supervisor's perception that an employee is uncooperative or difficult
541-01-005	Knows personal factors that may interfere with an individual's job performance or contribute to challenging behaviors, including preoccupation with personal or family problems, depression or anxiety related to the job, substance abuse issues, emotional disturbance, mental illness, or burnout
541-01-006	Understands work place dynamics that contribute to job dissatisfaction, such as an excessive workload, non-responsiveness of administrators to concerns or needs, isolation from peers, uncomfortable working conditions, absence of tangible rewards for effective performance, and unrealistic expectations for performance
541-01-007	Understands behavioral indicators of resistance including avoiding responsibility for problems, changing the subject, becoming unusually silent or compliant, verbally attacking others, and pressing for immediate solutions rather than being willing to discuss problems

541-01-008	Understands how personal conflict between a supervisor and caseworker can prevent effective communication and interfere with negotiating solutions to job-related issues and problems
541-01-009	Understands how feelings of embarrassment, anxiety, lack of confidence, and frustration can impact a worker's job performance, and understands the supervisor's role in assessing and dealing with the worker's feelings
541-01-010	Knows sources of supervisory influence and authority and their potential impact on the job performance of a challenging worker
541-01-011	Knows indicators that a worker's increased hostility may make him a danger to himself or co-workers, and knows safety strategies if the situation becomes dangerous
541-01-012	Knows how to apply administrative, supportive and educational supervisory strategies to engage a challenging worker toward resolving problem performance
541-01-013	Knows how to use empathic listening, reframing, and strengths-based supervisory strategies to engage and empower a worker to jointly assess work performance and develop a performance improvement plan
541-01-014	Knows how to implement progressive disciplinary action and to use such action to motivate staff to engage in constructive dialogue to improve work performance
541-01-015	Can assess the factors contributing to a worker's challenging behavior and the worker's ability and willingness to change; and can implement strategies to resolve performance concerns
541-01-016	Can identify when intervention from Human Resources staff, Employee Assistance Programs, or agency administration are required, or when a referral for mental health or substance abuse assessment or treatment is needed
541-01-017	Can determine when termination of employment is necessary and can follow agency personnel procedures to complete the termination

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 542 MANAGEMENT OF CHANGE

Skill Set

542-01: Ability to engage staff, plan, and implement effective change management strategies to ensure that staff perform effectively throughout change processes

Skill Set 542-01: Ability to engage staff, plan, and implement effective change management strategies to ensure that staff perform effectively throughout change processes	
Comp. No.	Competency Description
542-01-001	Knows the importance of leadership to the success of any change initiative
542-01-002	Knows the sequence of steps that must be implemented if changes are to be effectively integrated in the organization
542-01-003	Knows a variety of change management models and their use in designing and managing new initiatives
542-01-004	Understands the personal, interpersonal, and organizational dynamics of change in an organization, and how these can enhance or impede the change process
542-01-005	Understands the ways that change can bring about de-evolution and destabilization rather than progress or growth in the organization
542-01-006	Understands the destructive impact of excessive or continual change on people's coping capacity and motivation to remain involved in even well-designed change processes
542-01-007	Understands the characteristics and activities of managers and leaders that can enhance and support constructive change, and those that undermine and impede it
542-01-008	Understands the importance of involving and consulting with all staff members, clients, and stakeholders who will be affected by a change early in a change initiative, and of sustaining their involvement for the duration of the initiative
542-01-009	Knows how to evaluate the pre-change environment to identify both supports and barriers, and use this information to develop change management strategies
542-01-010	Knows how to assess the agency's, staff's, and the supervisor/manager's own readiness, capacity, and comfort with change
542-01-011	Knows strategies to introduce and manage change that create the least amount of disruption in the organization
542-01-012	Knows how to use proactive communication strategies to inform staff and community stakeholders about the goals and intended outcomes of the change process, their respective roles and progress in implementing the change
542-01-013	Knows how to evaluate the effectiveness of the change effort throughout the process, and how to adjust the change process as needed
542-01-014	Can select and implement the most appropriate change management strategies to accomplish the agency's goals and to minimize staff resistance

542-01-015	Can recognize the impact of unanticipated consequences brought about by a change initiative, and can provide leadership to prevent these from undermining the change effort
542-01-016	Can identify morale and performance problems that are a direct result of change processes, and can intervene to redirect staff efforts towards positive outcomes

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 543

CULTURE AND DIVERSITY FOR SUPERVISORS/MANAGERS

Skill Sets

543-01: [In Development](#)

Skill Set 543-01:	
Comp. No.	Competency Description
543-01-001	

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 544

COACHING AND MENTORING FOR SKILL DEVELOPMENT

Skill Set

544-01: Ability to develop and deliver on-the job learning experiences for staff through coaching, mentoring, and transfer of learning activities

Skill Set 544-01: Ability to develop and deliver on-the job learning experiences for staff through coaching, mentoring, and transfer of learning activities	
Comp. No.	Competency Description
544-01-001	Knows the supervisor's role and responsibility in providing educational supervision to staff
544-01-002	Understands the purpose, preferred uses, benefits, and limitations of different educational supervision strategies, including coaching, mentoring, on-the-job training, skill building, and transfer of learning activities
544-01-003	Understands the importance of creating a supportive learning environment in the work unit that promotes the ongoing acquisition and mastery of job knowledge and skills
544-01-004	Understands the concepts and principles of adult learning theory and how these apply to on-the-job training, coaching, mentoring, and transfer of learning
544-01-005	Understands the importance of engaging staff in assessing their own learning needs and developing learning activities to address these needs
544-01-006	Understands the typical stages in the acquisition and mastery of new knowledge and skills, and knows the most appropriate supervisory and educational strategies for each stage of worker development
544-01-007	Understands differences in personal learning styles, knows how to evaluate and identify staff's preferred learning styles, and knows how to design effective learning activities for different learning styles
544-01-008	Understands how personal and organizational factors can affect both learning and job performance, and knows how to differentiate learning needs from other non-training barriers to performance improvement
544-01-009	Understands supervisory responsibility for coaching staff, and knows how to design coaching strategies and activities appropriate for the learning needs and skill level of individual staff
544-01-010	Understands how differences in learning styles, values, and communication styles may affect the learner-coach relationship, and knows factors to consider when selecting coaches for individual workers
544-01-011	Understands the purpose, characteristics, and benefits of mentoring relationships as a means of enhancing professional development, and knows how to select mentors for individual staff

544-01-012	Knows how to develop and update individualized development plans for staff that incorporate formal training, on-the-job training, coaching, mentoring, and transfer of learning activities
544-01-013	Knows how to use on-the-job training activities with staff as opportunities to model and reinforce culturally competent practice
544-01-014	Knows how to use learning contracts, action plans, modeling, shadowing, guided practice, and strengths-based feedback as on-the-job training strategies
544-01-015	Can coordinate and manage coaching and mentoring relationships and activities to increase the knowledge, skill, confidence, and motivation of supervisees

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 545 LEADERSHIP DEVELOPMENT

Skill Set

545-01: Ability to identify and prepare staff to potentially fill new or vacated supervisory and management positions in the agency

Skill Set 545-01: Ability to identify and prepare staff to potentially fill new or vacated supervisory and management positions in the agency	
Comp. No.	Competency Description
545-01-001	Understands the importance of preparing staff to assume supervisory and management positions in anticipation of vacancies or newly developed positions
545-01-002	Knows the necessary qualifications and personal qualities for staff to be effective leaders in the organization
545-01-003	Knows what specific knowledge, skills and experience are needed for leadership in public child welfare agencies
545-01-004	Knows how to establish and support a learning environment that encourages staff to develop their leadership potential
545-01-005	Knows how principles of adult learning, training needs assessment, coaching, mentoring, and transfer of learning apply to the leadership development process
545-01-006	Knows how to objectively assess staff members' level of knowledge, skill, motivation and readiness to engage in leadership development
545-01-007	Knows how to help staff members explore their potential to become leaders, and help them decide to pursue or discontinue the leadership development process
545-01-008	Knows how to prepare and implement individualized development plans for staff pursuing leadership roles in the agency
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 strategies to support leadership candidates' participation in leadership development activities, including assigning entry-level supervision or management activities and adjusting workload to accommodate mentoring activities
545-01-011	Can assess learning needs and provide opportunities for development of leadership skills in staff to prepare them to fill supervisory or management positions in the agency
545-01-012	Can design and implement agency-wide leadership development programs and activities that coordinate direct training and self-directed learning opportunities, mentoring with key individuals, and coaching candidates in supervisory and management activities, as part of a career ladder in the agency

RELATED SUPERVISOR/MANAGER COMPETENCIES

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

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	
Comp. No.	Competency Description
546-01-001	Knows the defining characteristics of a high-profile or crisis situation involving the child welfare agency, client families, foster caregivers, and/or community members
546-01-002	Knows the supervisor/manager role in notifying agency administration of a potential high-profile or crisis situation occurring within the unit
546-01-003	Knows agency policies and procedures to be followed by supervisors/managers when involved in high-profile and crisis situations
546-01-004	Understands the agency's obligation to inform the community about high-profile or crisis situations, while also maintaining the confidentiality of children and families, providers, and staff
546-01-005	Knows appropriate information to disclose within the agency and with the public about high-profile and crisis situations, and understands notification guidelines
546-01-006	Knows how to gather, review, and analyze information to accurately determine the circumstances leading to the 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 plan and implement an action plan to address high profile and crisis situations, while minimizing disruption in agency services
546-01-011	Knows how to 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 in these activities
546-01-012	Can work collaboratively with agency managers and staff to develop a coherent plan to identify and 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

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 547

COLLABORATION AND COORDINATION FOR SUPERVISORS AND MANAGERS

Skill Set

547-01: Ability to work collaboratively within the agency and in the community to meet agency mission, goals and objectives and to ensure that children and families receive coordinated and integrated services

Skill Set 547-01: Ability to work collaboratively within the agency and in the community to meet agency mission, goals and objectives and to ensure that children and families receive coordinated and integrated services	
Comp. No.	Competency Description
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 the ways in which programs from community child and family service agencies form a continuum of services for children and families
547-01-006	Understands how intra- and inter-agency collaboration can maximize each agency's resources, can increase ease of access for clients and streamline referral processes, and can ensure integrated case planning and service delivery
547-01-007	Understands the necessity of close collaboration and professionalism among staff of all involved agencies to prevent duplication of effort, gaps in services, and the delivery of ineffective services
547-01-008	Understands how conflicting eligibility requirements, confidentiality restrictions, and differences in policies and procedures may hinder staff's capacity to coordinate their services on behalf of clients
547-01-009	Understands workplace and community issues that might contribute to the development of "turf" issues (resistance to communicating with others and working in collaboration)
547-01-010	Knows how to recognize and assess lack of collaboration and coordination among staff members, agency units, and community agencies that have a negative impact on the quality, timeliness, and effectiveness of services
547-01-011	Knows organizational strategies to reduce barriers to inter-agency collaboration and coordination including establishing common vision and goals, developing common intake and referral processes, establishing collaborative funding strategies, and developing teams to address problem areas

547-01-012	Knows strategies to engage others to collaborate, to promote and maintain open communication, and to develop trust among partner staff and organizations
547-01-013	Knows strategies to develop formal ongoing networks of service providers who serve the same client population and/or work toward similar goals
547-01-014	Knows how to plan and coordinate service delivery in a formal collaborative inter-agency setting such as a family resource center, or an inter-agency or interdisciplinary task force
547-01-015	Can approach others to from a collaborative stance and engage others to become invested in working collaboratively
547-01-016	Can use negotiation strategies to resolve differences by eliciting opinions, assessing differences in positions and interests, identifying commonalities, and reaching consensus or compromise

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 548

CUSTOMER SERVICE FOR SUPERVISORS/MANAGERS

Skill Set

548-01: Ability to promote good customer service by agency staff, and to ensure provision of agency services that are responsive, respectful and accountable to families

Skill Set 548-01: Ability to promote good customer service by agency staff, and to ensure provision of agency services that are responsive, respectful and accountable to families	
Comp. No.	Competency Description
548-01-001	Knows how family members' needs, expectations and experiences influence their satisfaction with the services provided by the agency
548-01-002	Knows elements of good customer service, including individualized approaches, responsiveness to families, follow through on commitments, and accountability
548-01-003	Knows the supervisor's responsibility to support and monitor the quality of services and responsiveness of staff to families
548-01-004	Understands the unique challenges of providing good customer service to non-voluntary clients, and knows how to coach workers to use engagement strategies and protect clients' rights to responsive and timely services within a protective services context
548-01-005	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
548-01-006	Knows strategies to help clients who are angry, confused or frustrated with the agency to de-escalate anger and hostility and to clarify and resolve their issues
548-01-007	Knows strategies to provide good customer service to clients who have special needs, or clients with different language or cultural backgrounds
548-01-008	Knows how to coach workers to explain agency policies and case-related information to families, and to promote family members' understanding of their responsibilities and the potential consequences of their actions on case outcomes
548-01-009	Knows how to design and use customer satisfaction surveys to determine family members' perceptions of agency services, and how to analyze data to identify strengths and areas for improvement
548-01-010	Can develop and monitor service delivery practices to ensure that services are user-friendly, professional and responsive to children and families; and can coach workers to improve customer service skills

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 549
CONTRACT MANAGEMENT AND MONITORING

Skill Set

549-01: Ability to negotiate, develop, manage, evaluate and monitor agency contracts with service providers

Skill Set 549-01: Ability to negotiate, develop, manage, evaluate and monitor agency contracts with service providers	
Comp. No.	Competency Description
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 all contract documents
549-01-004	Knows the criteria with which to evaluate a potential contractor's qualifications to perform contractual 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 the importance of ensuring the accountability of contract providers in delivering contracted services to agency clients
549-01-008	Understands how frequent and open communication between the child welfare agency and contract providers can promote early identification, negotiation, and resolution of contract compliance issues or performance problems
549-01-009	Understands the differences and legal requirements of sole source contracts, competitively bid contracts, purchase of service contracts, compactual agreements between state agencies, and other types of agreements
549-01-010	Knows how to assess the service needs of families and children to determine the type and scope of services to be sought from community providers
549-01-011	Knows how to design and utilize information-gathering systems with which to effectively monitor the activities, budgets, and performance outcomes of a wide range of providers
549-01-012	Knows how to gather relevant data about a prospective contractor's history, activities, and past performance, and how to use data to determine a contractor's appropriateness to deliver the services or activities desired by the agency

549-01-013	Knows how to develop a request for proposal (RFP) for services needed by agency clients, evaluate RFP responses, and negotiate contract terms with selected
549-01-014	Knows how to develop outcome-based deliverables, contract budgets, standards for service delivery to clients, and monitoring and evaluation tools and measures for
549-01-015	Knows how to involve caseworkers in monitoring their clients' use of services and evaluating the quality of provider agencies' services to children and families
549-01-016	Knows strategies to survey and evaluate client satisfaction with contracted services including written and telephone surveys, focus groups, and interviews
549-01-017	Knows how to monitor the extent to which the contract provider meets the administrative, service delivery and budgetary requirements outlined in the contract
549-01-018	Can negotiate and prepare contracts to meet agency needs, and administer and monitor these contracts to ensure the terms of the agreements are met
549-01-019	Can monitor service delivery to ensure provider accountability and that contracted services meet clients' needs
549-01-020	Can use contractor performance and other outcome data to review expenditures and to plan budgets for future contract expenditures
549-01-021	Can gather and apply monitoring and evaluation data to negotiate and resolve non-compliance issues, discrepancies in invoices, and quality control problems
549-01-022	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

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 550
QUALITY IMPROVEMENT

Skill Set

550-01: Ability to collect and interpret data from a variety of sources to drive changes in strategic and operational plans, work processes, organizational structure, policies, procedures, and technology to promote improved agency performance

Skill Set 550-01: Ability to collect and interpret data from a variety of sources to drive changes in strategic and operational plans, work processes, organizational structure, policies, procedures, and technology to promote improved agency performance

Comp. No.	Competency Description
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 the use of resources and in assuring accountability to agency managers, 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 using a strengths-based approach to leadership can empower staff, build their confidence, and increase motivation to participate in agency-wide and unit-level continuous quality improvement practices
550-01-008	Knows how to engage and empower unit staff and other supervisors/managers to assess work processes and activities in the unit, and to plan and implement needed changes
550-01-009	Knows strategies to collect qualitative and quantitative data about service outcomes, work processes, compliance with rules and mandates, contract deliverables and fiscal activities, overall staff performance and customer satisfaction for use in quality improvement planning
550-01-010	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

550-01-011	Knows strategies to report information about the progress and results of quality improvement activities in the agency and community
550-01-012	Can lead and/or participate in continuous quality improvement initiatives to help staff, the unit, and the agency as a whole achieve better outcomes

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 551

STAFF AND WORKPLACE SAFETY FOR SUPERVISORS/MANAGERS

Skill Set

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

Skill Set 551-01: Ability to help workers recognize potentially dangerous conditions / situations in the workplace and the field, and to prepare workers to respond safely and appropriately	
Comp. No.	Competency Description
551-01-001	Knows the importance of communicating and modeling the agency's commitment to and procedures for assuring staff safety
551-01-002	Knows agency safety policies and procedures for in-agency and field visits with clients, work-related driving, transporting clients, and using public transportation
551-01-003	Knows the importance of regularly reviewing safety protocols with staff and monitoring to ensure that staff consistently implement them
551-01-004	Knows elements of case information to review for potential danger prior to the first home visit and throughout the worker's involvement in the case, including client functioning and history and current case situations and actions that could be threatening or stressful for clients
551-01-005	Knows common behavioral indicators of escalating hostility and potential danger including verbal and non-verbal cues that clients or co-workers may be dangerous to themselves or others, erratic or despondent behavior, and symptoms of psychopathology or substance abuse
551-01-006	Knows the role of community law enforcement in accompanying workers on field visits in potentially dangerous situations, and knows when to request that law enforcement accompany workers
551-01-007	Understands how cultural differences in interpersonal communication styles and expectations for the casework-client relationship may contribute to a perception that a client or the environment is unsafe
551-01-008	Knows how to use critical incident reports to educate staff about potential safety risks and to prevent further incidents
551-01-009	Knows supervisory strategies to promote worker safety, including regular review of case information, monitoring workers' activities and schedules, and coaching workers how to critically assess for danger and develop a plan to assure safety
551-01-010	Knows strategies that decrease worker vulnerability during home visits, including continual assessment of the environment, maintaining a calm and respectful personal demeanor, recognizing cues of increasing hostility, and how to safely exit from threatening situations

551-01-011	Knows how to recognize safety threats in the workplace, including dangerous clients or co-workers, terrorism threats, exposure to infectious disease, presence of weapons, and severe weather or fire and flood emergencies; and knows how to communicate imminent potential danger without creating rumors or generating unnecessary alarm
551-01-012	Knows how to use safety skills and techniques including de-escalation, crisis intervention, personal defense techniques and first aid and CPR; and knows how to reinforce their use by other staff
551-01-013	Can identify agency safety issues in the agency, advocate for responsive action by administration, and participate in formulation of safety policies and protocols
551-01-014	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

RELATED SUPERVISOR/MANAGER COMPETENCIES

TOPIC: 552

WRITTEN AND VERBAL COMMUNICATION FOR SUPERVISORS/MANAGERS

Skill Set

552-01: Ability to develop written information for proposals, feedback reports and other documents; and to make oral and written presentations about agency programs and services

Skill Set 552-01: Ability to develop written information for proposals, feedback reports and other documents; and to make oral and written presentations about agency programs and services

Comp. No.	Competency Description
552-01-001	Understands how cultural influences and personal communication styles may affect how individuals give, receive, and interpret information
552-01-002	Understands barriers to effective communication, including individual differences in transmitting information, and use of professional jargon
552-01-003	Knows principles of technical writing for developing clear and concise reports and proposals
552-01-004	Knows how to develop an organized outline and use precise language in developing written information or verbal presentations
552-01-005	Knows how to present verbal or written information in a clear, concise and accurate manner that enables the audience to understand the reason for a decision/recommendation, or the need for further action
552-01-006	Knows how to prepare contract proposals for grant funding to support agency programs and initiatives
552-01-007	Knows verbal and written communication strategies to gather information and feedback from clients and community members, and to gain consensus in planning
552-01-008	Can prepare technical proposals or contract narratives, reports and other documentation
552-01-009	Can prepare and present effective verbal and written communication to provide information to clients, providers and community stakeholders