



A Competency Model for Licensing Staff and Out-of-Home Abuse Investigators



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A. Maine Child Welfare Training Institute (CWTI)

Formally launched in 1991, CWTI is a cooperative project between the Bureau of Child and Family Services of the Maine Department of Human Services, and the Center for Public Sector Innovation, Edmund S. Muskie Institute of Public Affairs at the University of Southern Maine. The goal of CWTI is to enhance the professional development and organizational effectiveness of child welfare providers in order to improve the quality of services delivered to the children and families of Maine. While several states have implemented similar human services training programs in recent year, this Maine Institute has several unique features that influence its activities: collaboration, comprehensiveness, unifying themes, and a holistic approach to competencies.

Collaboration

Agency personnel and Institute staff work as a team to design and deliver training consistent with agency priorities and reflective of the state of the art in adult learning. To ensure that training is incorporated as an essential element of the organization, all activities are designed and developed in a collaborative approach. The end-users of all training components provide information on their needs; the university provides technical assistance and guidance. With top-level administrative support and oversight, standing committees guide all activities related to developing and delivering training programs.

Comprehensiveness

Training is viewed as an ongoing process of professional development that includes monitoring and reinforcing classroom learning and relating this to behavior on the job. Institute activities range from pre-service training, job shadowing, in-service workshops and management training, to informal learning or participation in academic courses. The Institute also addresses issues of selection, retention, performance appraisal and organizational development.

Unifying Themes

Six themes provide a unifying vision for the Institute, a way of communicating across institute activities, creating a sense of commonality through shared values and a sense of direction through articulating a set of principles to guide action. The themes are Self-responsibility, Striving for Excellence, Valuing Diverse Perspectives, Systems Thinking, Team Learning and Parallel Process (see Appendix A).

Competency-Based

Training is based on a holistic view of the competencies needed for effective performance on the job. This holistic view includes both the specific job tasks, the individual performing the job and the organizational context.

Tasks: Jobs are more than a sum of the specific job tasks. Jobs are not static, but particularly in today's volatile work environment, made up of a variety of responsibilities which change in response to emerging needs of the organization. People do not perform tasks in a neat sequence, one at a time, but, in the real world of work, people juggle several tasks at once, shifting gears and setting priorities *in media res*. Thus, anticipating new priorities, collaborating with others and managing the workload are all essential job functions in addition to the specific tasks which form the core responsibilities. The mechanistic view of jobs, as a listing of job duties which can be defined in a job description, is being replaced by a more organic view of jobs as a fluid set of responsibilities.

Further, new organizational patterns are promoting the concept of inclusion and participation, recognizing that to be effective an organization needs input from all levels. As we move towards these new organizational structures, the concept of people performing specific tasks in isolation becomes less relevant. The concept of "contextual performance" recognizes that effective organizations need people who commit significant time and effort to extra-job activities such as volunteering on committees, mentoring new employees and supporting the organization's goals.

Individual: People at work are whole persons. We can think of individuals at work as being like icebergs. Above the surface, we can observe the knowledge, skills and abilities (often called the KSAs) needed to perform the job tasks, but below the surface are a number of personal characteristics (their attitudes, values, traits, motives) which influence how well they do their job as a whole. This entire range of KSAs and personal characteristics make up the competencies needed for effective performance.

Studies have shown that the competencies which distinguish outstanding performers, the "waterwalkers" or "stars" in a particular job or role, tend to be the underlying personal characteristics such as flexibility or results orientation rather than KSAs such as interviewing skills or the ability to operate a particular piece of equipment. Because the underlying personal characteristics are more difficult to change, it makes sense to screen and hire for individuals with the necessary underlying personal characteristics and train for the KSAs once people are on the job.

Context: Jobs are not performed in a vacuum but in specific organizational settings. The mission and goals of the organization, its customers or clients, policies, procedures, structure, culture and climate all impact on how the job is defined and therefore what constitutes effective job performance. Therefore, a holistic view of competencies also includes the contextual knowledge and skills needed to be effective in a specific organization.

Some of these contextual knowledge and skills are readily acquired in an orientation program. For example, the specific policies and procedures of the organization, the standard operation procedures (SOPs), the specific software program or information system,

the organizational structure and reporting relationship are all appropriate content for on-the-job training. Other contextual skills are less easy to acquire on the job. For example, the culture of an organization may require a degree of conformity and deference to authority which an otherwise qualified individual may not be able to demonstrate. In these instances, it is appropriate to identify the necessary contextual skills and to screen for them in the hiring process.

A systems view of job performance suggests a continual, dynamic interaction among these three major components: the *tasks* or job duties, the *individual* performing the job, and the setting or *context*. A holistic view of competencies includes all three components. First, the KSAs which are needed to perform the tasks; second, the underlying personal characteristics that distinguish effective performers (the attitudes, values, traits and motives which drive people to action); and third, the context skills and knowledge needed in the specific organizational setting. Finally, linking all these skills (as a meta-competency), the Maine competency model emphasizes self-awareness and reflective practice as the basis for self-directed, ongoing learning to bridge the gap from the classroom to job performance in the real world of work.

B. Components of a Holistic Competency Model

Developing a holistic competency model requires combining several different approaches to the analysis of job performance and to the collection of data.

Knowledge, Skills and Abilities (KSAs): The functional or task-related knowledge and skills are developed through task analysis using both on-site observation and expert opinion. Here the focus is on generating detailed listings of the job duties and then identifying what people need to know or to be able to do in order to perform these tasks. People familiar with the job (incumbents, supervisors or trainers), the so-called Subject Matter Experts (SMEs) are used to identify this information.

Personal Characteristics: The characteristics of outstanding performers are generated through a different technique known as the Behavioral Event Interview. Using a structured approach, trained interviewers probe beneath the surface to articulate the underlying characteristics of individuals who have been identified as being outstanding at their particular job.

Context Knowledge and Skills: The identification of the context knowledge and skills requires yet another approach. Here the unit of analysis moves from the specific job tasks to the organizational setting. Some of this information is drawn from organizational data in policy and procedures manuals. Surveys or focus groups provide more in-depth information on the organizational culture and climate.

II. Development of a Competency Model for Licensing Staff and Out-of-Home Abuse Investigators

A. Approach

The approach described above was used to develop a competency model for child welfare licensing staff and out-of-home abuse (IAU) investigators. A work group of Subject Matter Experts (SMEs) which convened in January 1995 met for eight work sessions through early 1996. This was actually a sub-group of the larger Licensing Training Committee which began in November of 1994.

CWTI has experience with developing a number of competency models (e.g. child welfare caseworker, child welfare supervisor, child support enforcement agent, adoptive and foster parent). To develop these models, a four-pronged research-based approach was used.

(1) Knowledge, Skills and Abilities Needed to Perform the Job Tasks

The competency model focuses on the specific tasks or duties that make up a job or role. In Maine, all job descriptions in the state system are written using a modified functional job analysis approach. Thus the basic task data were already available. This was used as the basis for generating a listing of the technical knowledge required to be a licensing worker or out-of-home abuse investigator.

(2) Characteristics of Outstanding Performers

This component of the training model attempts to get below the surface of observable behavior to identify the personal characteristics (e.g. values, motives, traits) that distinguish people who are outstanding in the particular role. Typically in Institute training programs, this component is developed by Delphi Consultants, private consultants who are trained and certified by McBer and Company of Boston in the Behavioral Event Interview. After interviewing outstanding performers, consultants analyze the data to identify an array of competencies that distinguish excellent performance.

(3) Context Skills

Context skills identify the competencies required to function effectively in a specific organizational setting. Information about the specific context knowledge needed is collected from the agency's policy manual and mission statement, as well as from federal and state statutes. In addition, Subject Matter Experts are asked to rate a listing of the organizational issues (mission, policy and procedures, professional standards, external environment, and culture/climate) which impact on job performance in the agency.

(4) Self-assessment and Reflective Practice

The competency listing is then reviewed to ensure adequate representation of self assessment and reflective practice skills, especially in the category of Self-management Skills.

In developing the competency model for licensing workers and out-of-home abuse investigators, it was agreed that instead of using the research-based approach, the group would work from existing data on the competencies needed. This was done for the following reasons:

- Several data sources were already available: the Maine Functional Job Analyses for the various licensing specialist positions, *Maine Licensing Statute*, the *Maine Competency Model for Child Welfare Caseworkers*, the *Licenser's Certificate Training Program* from the National Resource Center for Organizational Improvement, the Child Welfare League of America's *Standards of Excellence for Family Foster Care Services*, and the *Licensing Training curriculum* of the National Association for Regulatory Administration. The Maine Functional Job Analysis positions include Community Care Workers (foster home and day care licensing), Out-of-Home Abuse Investigations Workers, and Residential Child Care Licensing Workers. Since the new Service Center came into being, the Mental Health Licensing Worker and Substance Abuse Licensing Worker positions were added.
- The work group was highly representative of the job classes covered by the competencies to be developed. About 42 staff are employed as licensers or IAU investigators. With nine members, the work group itself consisted of more than twenty percent of the staff. Also, each member had many years' experience.

The challenge for the Work Group was to review the voluminous information in these data sources and to identify those competencies and behavioral indicators relevant to the job. In the first few sessions, the group struggled with the notion of including the three different licensing specialties and the IAU investigators into the same competency model. Eventually, the group came to the conclusion that at the core, all of their positions centered on the protection of children in out-of-home care and that they all carried out a regulatory function. This makes sense when one considers that the ultimate ability to take action to protect children in these settings is through the options provided in licensing statute. Once consensus was reached on this issue, the group moved with enthusiasm to developing the competency model.

After sifting through data resources referenced above, the group agreed to base the licensing/IAU competency model on the Maine Child Welfare Caseworker Competency Model. In many ways, the caseworker model was already a "good fit." The group easily identified with the first twenty caseworker competencies. The work group benefited here by a characteristic it shares with licensing staff in general, i.e., that many are former caseworkers who can speak to the common knowledge and skills required in either job. Also, this decision is consistent with the fact that both caseworkers and licensers work in the same organizational setting. They share its mission, policies, structure, culture and climate. Ultimately, the group tailored the first twenty caseworker competencies to fit the licensing/IAU model. A simple list of the first twenty is identical in both models. The differences are in the behavioral indicator statements.

With the first twenty competencies (four sections) complete, the work group moved on to

the final section — Technical Knowledge. This section is a synthesis of material from the data resources and from the experiences of the work group's SMEs.

Once the draft competency model had been developed, it was further refined and reviewed by Central Office administrators within the Bureau of Child and Family Services and by the Licensing Training Subcommittee of CWTI. It was circulated for review and comment among all licensing and IAU staff in June 1996. This report includes the final listing of 28 competencies and behavioral indicators.

B. Applications

The competency model can be used in a number of areas:

- 1. Developing criteria for hiring and promotion of supervisors** — designing job samples, interview questions, candidate rating sheets; assessing job applicants.
 - 2. Developing individual competency development plans** — specifying prior learning and experience; planning for pre- and in-service learning outcomes, designing ongoing professional development.
 - 3. Designing curriculum** – identifying specific competencies to be addressed in training interventions; obtaining competency-based individual/group profiles for training events; designing training activities to develop competencies.
 - 4. Evaluating performance** – linking performance appraisal and promotion with competency-based professional development plans; using competencies to identify and address performance problems.
- Developing competency profiles of the organization** – arraying data on competency-based learning outcomes and needs assessments in reports to managers, policy makers, committees, trainers.

Competencies have also been used to develop training interventions for licensing staff and IAU investigators. The Licensing Training Committee used a draft version of these competencies in developing in-service training programs for the summer of 1995 and spring 1996. These were delivered by CWTI staff and outside consultants.

The competency model is a work in progress. It is designed to help licensers and investigators think about what it takes to safeguard children placed in out-of-home care. As the model is reexamined, rearranged, and applied in new and different ways, it will become increasingly meaningful and useful.

III. Bureau of Child and Family Services Licensing and Out-of-Home Investigations Staff Competency Model

A. Outline

I. Work-Management Skills

1. Collaboration
2. Role Clarity
3. Results Orientation

II. Conceptual Knowledge and Skills

4. Psychological Understanding
5. Observational Skill
6. Analytic Thinking
7. Strategic Thinking

III. Interpersonal Knowledge and Skills

8. Interpersonal Sensitivity
9. Communication Skill
10. Interviewing
11. Interpersonal Techniques
12. Rapport-building Skill
13. Coaching and Counseling Skills
14. Persuasiveness

IV. Self-Management Skills

15. Job Commitment
16. Self-awareness
17. Self-control
18. Self-confidence
19. Flexibility
20. Self-development

V. Technical Knowledge

21. Statutory and Regulatory Bases
22. Policy and Procedures
23. Protection of Children in Out-of-Home Care
24. Services to Providers/Licensees
25. Health and Human Development
26. Cultural Sensitivity
27. Administrative/Legal Process
28. Use of Technological Tools and Systems

B. Licensing and Out-of-Home Investigations Staff Competency Model

I. Work-Management Skills

These are the competencies necessary to perform effectively in the organizational setting at the Bureau of Child and Family Services

1.00 Collaboration

- 01.01 Identifies and understands what resources are available, and builds and maintains effective working relationships with a network of systems.
- 01.02 Understands and appreciates the different views, expertise and experience of others; understands the perspectives and limitations of other individuals and systems.
- 01.03 Finds creative and effective ways to advocate for improved services and protection to children in out of home care.
- 01.04 Participates constructively on inter and intra-agency work groups and activities to clarify and improve system and program functioning.
- 01.05 Offers support to co-workers.

2.00 Role Clarity

- 02.01 Understands roles and responsibilities of licensing staff and participants in the child welfare system.
- 02.02 Clarifies for providers the roles, responsibilities, and expectations of licensing.
- 02.03 Helps the applicant/provider understand issues/problems related to the basis for agency involvement and sets up behaviorally-specific goals and expectations related to those issues.
- 02.04 Develops, with the applicant/provider, terms and conditions for attaining and maintaining the license.

3.00 Results Orientation

- 03.01 Regularly re-assesses and re-prioritizes in order to focus attention on the most important tasks.
- 03.02 Acts quickly to solve problems and to get things done.
- 03.03 Uses time management tools to track what needs to be done, and manage pressing job demands.
- 03.04 Is persistent and thorough in seeing problems through to some conclusion.

II. Conceptual Knowledge and Skills

Conceptual Knowledge and Skills are the competencies required to use information effectively.

4.00 Psychological Understanding

- 04.01 Recognizes and understands underlying reasons for, or causes of, people's behavior.
- 04.02 Recognizes and understands the psychological impact of events or situations on people.
- 04.03 Recognizes and understands trends or patterns in behavior.
- 04.04 Makes sense of particular behaviors of the individual, within the context of the individual's environment and experience.
- 04.05 Observes and develops hypotheses about the meaning of nonverbal cues.
- 04.06 Understands and recognizes group dynamics and family systems.

5.00 Observational Skills

- 05.01 Identifies key elements of behaviors or situations by reviewing and analyzing details and sorting out the most salient components.
- 05.02 Recognizes incongruities and inconsistencies in information or observed behavior.
- 05.03 Fits pieces of information into a coherent whole or summary.
- 05.04 Describes factually what is observed without using language that presumes values and motives.
- 05.05 Records observations accurately as part of licensing record documentation, using specific quotes and precise descriptions.

6.00 Analytic Thinking

- 06.01 Gathers information as needed to develop own understanding of a situation (e.g., documentation, interviews with cognizant people, checks of collateral resources, consultation with experts).
- 06.02 Uses conceptual frameworks to synthesize and analyze data to evaluate situations.
- 06.03 Thinks through the implications of situations or events to develop predictive statements.
- 06.04 Continually gathers and reevaluates available information.

7.00 Strategic Thinking

- 07.01 Understands clearly the scope of involvement and proceeds within that framework to keep a long-term perspective while working on immediate problems.
- 07.02 Enters each activity understanding what must be accomplished to reach objective.
- 07.03 Prepares in advance for situations.
- 07.04 Assesses the potential for things to go wrong and anticipates what is needed.
- 07.05 Weighs the pros and cons of options.
- 07.06 Tailors strategies to the particular needs and preferences of individual clients or organizations.

III. Interpersonal Knowledge and Skills

These competencies describe the knowledge and skills used in relating to others effectively.

8.00 Interpersonal Sensitivity

- 08.01 Recognizes and acknowledges the feelings of others, and demonstrates respect for their rights.
- 08.02 Is empathetic; is able to see things accurately from the perspective of others.
- 08.03 Is discerning in understanding own feelings and is capable of appropriately expressing them.
- 08.04 Recognizes the importance of airing strong feelings and dealing with them openly in an appropriate setting.
- 08.05 Lets people know their feelings are legitimate and real, validating them in a non-judgmental way.
- 08.06 Shows respect for the wishes, preferences, and privacy of individuals and organizations and advocates for them when appropriate.

9.00 Communication Skill

- 09.01 Creates opportunities for open communication and sharing of information, adapting approaches to the audience.
- 09.02 Gives verbal and nonverbal evidence of attentive listening.
- 09.03 Uses a variety of questioning techniques to elicit information needed in order to form conclusions or make decisions.
- 09.04 Ensures that all available information is provided to manage situations and make sound decisions.
- 09.05 Respects requirements for confidentiality and exercises discretion when sharing information.
- 09.06 Prepares clear, accurate, and understandable written communications or documents.

10.00 Interviewing

- 10.01 Communicates the purpose of the interview.
- 10.02 Controls the process and direction while encouraging participation.
- 10.03 Selects strategies and interviewing techniques appropriate to the situation.
- 10.04 Varies interview methods, using open-ended or closed questions, clarification, support, summarization, or confrontation, as appropriate.
- 10.05 Observes and listens actively, helping others to communicate feelings as well as facts.

11.00 Interpersonal Techniques

- 11.01 Selects and uses appropriate behavior management techniques.
- 11.02 Responds to crises with effective crisis intervention techniques.
- 11.03 Manages conflicts, dealing appropriately in difficult situations.
- 11.04 Facilitates meetings and groups, providing leadership or support as needed to accomplish tasks and maintain group cohesiveness.

12.00 Rapport-Building Skill

- 12.01 Sees others as individuals with strengths as well as weaknesses; affirms their worth even when distinguishing unacceptable behavior.
- 12.02 Establishes and nurtures trust by being reliable, prompt, dependable and candid in interactions, making sure that behaviors match words.
- 12.03 Uses self-disclosure selectively as a professional tool in order to recognize and acknowledge commonality and to develop the relationship.
- 12.04 Recognizes opportunities for celebrations and interactions which encourage or acknowledge progress and build self-esteem.

13.00 Coaching and Counseling Skills

- 13.01 Recognizes and understands the interrelationships and dynamic nature of organizations and family systems.
- 13.02 Gives accurate feedback and reinforces strengths.
- 13.03 Lays groundwork for positive responses by addressing emotional needs.
- 13.04 Coaches and empowers people to make their own decisions and choices and to handle situations on their own.
- 13.05 Counsels individuals to help them cope with emotionally demanding situations or to prepare them for situations they will need to face.
- 13.06 Gives feedback to people in order to help them understand the message and image they are projecting, or to improve the communication process.

14.00 Persuasiveness

- 14.01 Influences applicants/providers by appealing to what is in their best interest as well as the children's best interests.
- 14.02 Uses sound logic, convincing arguments or legitimate authority to persuade people.
- 14.03 Informs people of possible negative or positive consequences of their actions.
- 14.04 Recommends a sequence of short-term actions or activities to allow applicants/providers to experience success.
- 14.05 Assists people in understanding others' points of view in order to facilitate agreements or compromises.
- 14.07 Uses the situational authority of others; enlists their help in influencing events or situations.

IV. Self-Management Skills

Self-Management Skills are the skills required for effective use of self in the job.

15.00 Job Commitment

- 15.01 Is enthusiastic and energetic; likes the job.
- 15.02 Has firm values and beliefs about providing safe environments for the protection of children in out of home care.
- 15.03 Takes ownership; assumes responsibility in getting things done or in recommending changes with applicants/providers and agencies.
- 15.04 Willing to make self available to applicants/providers (e.g., driving long distances; responding in times of crisis).
- 15.05 Perseveres in the face of disappointment, hostility or adverse conditions; resists dwelling on disappointments; motivates self to make the best of things.

16.00 Self-awareness

- 16.01 Understands and reflects upon own strengths and limitations and the implications for professional role.
- 16.02 Understands and reflects upon own values, cultural/ personal style, familial background and how each may impact others.
- 16.03 Understands how he/she is perceived by others.
- 16.04 Understands that people change over time, recognizes changes in self and others, and integrates this into their practice.
- 16.05 Acknowledges importance of prudently “taking care of oneself” to maintain mental health and conserve energies and enthusiasm.

17.00 Self-Control

- 17.01 Resists jumping to conclusions; checks out hearsay or others' opinions in order to form opinions and conclusions based on first-hand interaction and assessment.
- 17.02 Maintains composure in stressful situations; persists despite turmoil or conflict.
- 17.03 Without compromising safety, functions effectively in situations involving personal risk or when confronted with behavior or situations that may be personally offensive; follows reasonable and sound ground rules for safe interactions.
- 17.04 Uses caution and common sense to respond to crises which may result in personal danger.
- 17.05 Demonstrates patience and acceptance; gives people reasonable time to understand or to change.
- 17.06 Manages personal stress.

18.00 Self-Confidence

- 18.01 Believes in own decisions and is confident about own ability to get the job done.
- 18.02 Is aware of own intuition and instincts.
- 18.03 Is decisive in ambiguous or chaotic situations.
- 18.04 Knows when to be assertive.

19.00 Flexibility

- 19.01 Adapts personal and professional styles to meet the needs of specific situations.
- 19.02 Is open to new information and to changing own opinions.
- 19.03 Is able to shift gears and redirect activities.
- 19.04 Acknowledges and copes with both positive and negative outcomes; recognizes and deals with issues of grief and loss, including lost opportunities and perceived error.

20.00 Self-Development

- 20.01 Keeps up with knowledge in the field.
- 20.02 Actively solicits feedback, recognizes needed changes and integrates them into performance.
- 20.03 Reflects on experience and applies learning to present situations.
- 20.04 Seeks to develop new areas of expertise, to improve skills, and to broaden own horizons.

V. Technical Knowledge

Technical Knowledge is the information necessary to perform job tasks effectively.

21.00 Statutory and Regulatory Bases

- 21.01 **Statutory and Regulatory Base:** Understands the basis in federal and state law, regulations, and rules for the operation of out-of-home care facilities and programs and their interrelationship with other related laws.
- 21.02 **Definitions and Concepts:** Understands legal definitions and concepts and is able to apply them within the law to the regulatory, administrative and judicial process.
- 21.03 **Ethical Issues:** Understands the legal requirements of ethical practice and the ramifications to staff and applicants/providers.

22.00 Policy and Procedures

- 22.01 **Knowledge of Relevant Policy and Procedures:** Knows the policies and procedures related to licensing and the investigation of out-of-home abuse and neglect and their interrelationship with the child welfare programs.
- 22.02 **Definitions and Concepts:** Understands policy definitions and concepts and is able to apply them appropriately .
- 22.03 **Documentation:** Knows information to be accumulated, analyzed and recorded; appropriate forms; relationship between documentation and accountability.
- 22.04 **Licensing Process:** Understands the stages of the licensing process.
- 22.05 **Investigation:** Understands the policies and procedures of conducting an investigation of a licensing complaint or allegation of out-of-home abuse or neglect.

23.00 Protection of Children in Out-of-Home Care

- 23.01 **Definitions of Abuse and Neglect:** Understands definitions of child abuse and neglect and corresponding levels and methods of interventions.
- 23.02 **Dynamics and Indicators of Abuse and Neglect:** Understands dynamics and indicators of neglect and of physical, sexual and emotional abuse, including family violence, and their traumatic impact on children and families.
- 23.03 **Reporting of Abuse and Neglect:** Understands the statutory responsibility for reporting suspected abuse and neglect.
- 23.04 **Investigation:** Understands and is able to utilize specialized methods to assess for licensing non-compliance, alleged abuse, or neglect in foster homes, day care homes, or child care facilities.
- 23.05 **Intervention:** Makes recommendations for the protection of children in out of home care.
- 23.06 **Treatment:** Knows available treatment resources and modalities for dealing with child abuse and neglect.

24.00 Services to Providers

- 24.01 **Technical Assistance:** Provides information to applicants/providers about alternatives in achieving compliance with licensing rules.
- 24.02 **Support Services:** Knows the services and programs that are available to assist providers.
- 24.03 **Prevention:** Knows how to identify potential risks to children. Consults with providers to enhance the safety of children in their care.

25.00 Health and Human Development

- 25.01 **Health and Medical Conditions:** Understands the factors that can affect the well-being of individuals and can identify symptoms, conditions and addictions and their impact on one's ability to provide care.
- 25.02 **Developmental Process:** Understands and is able to identify stages of physical, cognitive, social, psychological and sexual development.

26.00 Cultural Sensitivity

- 26.01 **Cross-Cultural Diversity:** Understands and is able to identify differences in cultural, ethnic, and religious values, perceptions, customs and behaviors.
- 26.02 **Cross-Cultural Interactions:** Understands and is able to identify ways cultural variables can impact on an assessment as well as ways of communicating and establishing relationships with clients from cultural backgrounds different from one's own.

27.00 Administrative and Legal Process

- 27.01 **Compliance:** Understands and is able to utilize the range of administrative and legal options available to encourage the provider to comply with licensing rules.
- 27.02 **Enforcement:** Understands and can utilize the range of administrative and legal options available to deny an application, require compliance, or terminate a license
- 27.03 **Rules Development:** Understands the administrative process for rules creation and revision.

28.00 Use of Technological Tools and Systems

- 28.01 **Computer Concepts, Terminology and Uses:** Understands and is able to apply basic computer concepts and terminology and describe uses.
- 28.02 **Keyboarding:** Understands and is able to apply keyboarding ability to access and process information.
- 28.03 **Word-processing:** Understands and is able to utilize the computer for basic word processing (correspondence, licensing records, case records and narrative reports).

4) Systems Thinking

Slogans: *"Look at the big picture," "Tension is natural."*

We work in a world of tension, in which we are constantly faced by multiple demands from different interest groups both within our organization and within the larger community. Dealing with these multiple demands calls for systems thinking: looking at the "big picture" rather than at separate events or individuals, and taking a long view which includes the future as well as the immediate present. This focus on interactions and on dynamics creates a climate for action that emphasizes causes rather than symptoms. When we take a systems view and when we recognize that tension is a catalyst for positive change, we can lay the groundwork for high quality problem solving.

5) Team Learning

Slogans: *"Communicate," "No blaming!"*

Teamwork means aligning ourselves with others who have different responsibilities and, perhaps, different priorities. Dialogue and discussion are tools to help us value these differences; effective teamwork is based on open, clear communication. When we collaborate we consolidate the energies of individuals who, in diverse ways, share and work towards the same goals. In working together, we need to extend compassion to ourselves, colleagues, supervisors and administrators as well as to clients. We need to work to solve problems without placing blame on people. It is essential to assume that we all are working toward the same goals; we all want good things for people.

6) Parallel Process

Slogans: *"Model positive behavior," "Stop the negative process."*

Both positive and negative attitudes, values, ways of interacting with and treating one another at one organizational level tend to be repeated at other levels. Organizational culture, climate and structure have a powerful effect on our behavior. In addition, much of what we learn comes through the modeling of behaviors, although frequently this takes place at an unconscious level. Wherever we are in the organization, we should take responsibility to model positive behaviors and stop negative parallel processes. Continued efforts to practice the unifying themes will promote more conscious and more positive modeling of behavior.

Appendix B
Maine Child Welfare Caseworker
Competencies Outline

Maine Child Welfare Caseworker Competency Model

I. Work-Management Skills

1. Collaboration
2. Role Clarity
3. Results Orientation

II. Conceptual Knowledge and Skills

4. Psychological Understanding
5. Observational Skill
6. Analytic Thinking
7. Strategic Thinking

III. Interpersonal Knowledge and Skills

8. Interpersonal Sensitivity
9. Communication Skill
10. Interviewing
11. Interpersonal Techniques
12. Rapport-Building Skill
13. Coaching and Counseling Skills
14. Persuasiveness

IV. Self-Management Skills

15. Job Commitment
16. Self-Awareness
17. Self-Control
18. Self-Confidence
19. Flexibility
20. Self-Development

V. Technical Knowledge

21. Statutory and Regulatory Bases
22. Policy and Procedures
23. Protection of Children
24. Services to Families
25. Services to Children in Care
26. Adoption
27. Preparation for Adulthood
28. Casework Principles/Management
29. Court/Judicial System
30. Human Development
31. Cultural Sensitivity
32. Psychological
33. Health
34. Computer Proficiency

