

The National Child Welfare Workforce Institute Leadership Competency Framework

Prepared by the National Child Welfare Workforce Institute
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The National Child Welfare Workforce Institute

Leadership Competency Framework

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Introduction

The purpose of the National Child Welfare Workforce Institute (NCWWI) is to build the capacity of the nation's child welfare workforce and improve outcomes for children and families. The NCWWI focuses on activities that support the development of child welfare leaders in public, private*, and tribal child welfare systems. The NCWWI recognizes that child welfare leaders are change agents, and must possess certain *competencies* in order to do their jobs effectively and lead child welfare agencies into the future. Competencies are the knowledge, skills, and abilities that leaders acquire, and which are necessary to achieve job performance and attain agency goals. To guide our work, the NCWWI explored multiple competency models of leadership and adopted a competency framework that reflects the multi-dimensional nature of the child welfare field and the corresponding complex and diverse body of knowledge and skills. The following document describes the approach and resource documents that were used as the basis for the NCWWI competency framework. In addition, each competency is described in two parts: a definition and a proficiency ladder, with examples for each part. All competency definitions were originally developed by the U. S. Office of Personnel Management (OPM) in 2006 unless otherwise noted.

The NCWWI promotes the view that staff members at all levels of a child welfare organization are leaders. Consequently, the competencies associated with effective leaders are similar across job levels; however, the proficiency levels do vary by position. As leaders increase their job responsibilities, it would be expected that their proficiency regarding various competencies would also improve, and their sphere of influence may be different. Therefore, the NCWWI leadership competency framework provides a competency ladder illustrating how those competencies manifest at progressively higher levels: caseworker, supervisor, manager, and executive. By developing the competency framework, with the associated definition and the proficiency indicators, the ladder can become the basis for various personnel-related activities, including job performance assessment, career planning, and the development of professional development and training programs.

A multi-step and iterative process was used during the development process. First, multiple competency frameworks were compared and contrasted to ensure that the leadership competency framework reflected the most salient and comprehensive competencies for the child welfare field. Only a limited set of competency models were found, and those that were selected for comparison were those that were most closely aligned with the knowledge, skills, and attitudes necessary for success in the child welfare field. Competency frameworks compared included models from the Office of Personnel Management, Cornerstones 4 Kids, Hal Lawson at the University of Albany, The State University of New York, University of Southern Maine, and Daniels College of Business, University of Denver. The NCWWI Leadership

* Private agencies that are contracted by the State to provide case management services that are traditionally provided by the public child welfare system.

Competency Framework reflects the best of all these models by mapping them against the OPM model, which serves as the base framework. The OPM model was a neutral, comprehensive framework endorsed by the federal government and thus became the foundational competency set.

Concurrent to the development of the Leadership Competency Framework, the NCWWI also developed a conceptual model of leadership shown on page 4. To illustrate the dimensions of the leader's world and the constant balancing act involved, the model built on a Competing Values Approach as described by Mark Preston in a comprehensive review of literature in child welfare management education and training (2005). Using this framework, the leader's world can be broken down into four quadrants: internal flexibility, external flexibility, internal control, and external control. Within each, there is a specific focus.

Leading Change: This quadrant reflects the strategic role of the leader to set and realize high standards of organizational performance. This quadrant emphasizes an action mind-set, the ability to plan strategically, and the capacity to envision new responses to organizational, political, and social challenges.

Leading in Context: The role of the leader in this quadrant is to effectively and proactively engage the external environment. This involves advocacy, boundary spanning, and working with the community.

Leading People: The focus of this quadrant is on developing individual and groups within the organization and emphasizes relationships, people, and process.

Leading for Results: Workflow processes and various forms of work-related information and data are the focus of this quadrant. Leadership at all levels is needed to encourage evidence-informed practice and to develop the chain of evidence from individual to agency to system outcomes.

To complete the model, the NCWWI adopted five “pillars” of leadership that are fundamental principles reflecting desired qualities and values of effective leadership within the child welfare field. These pillars—1) Adaptive, 2) Inclusive, 3) Distributive, 4) Collaborative, and 5) Outcome Focused—provide a foundation for an approach to leadership that is consistent with child welfare values and promising approaches to effective leadership. See Table 2 on page 5 for a description of the pillars.

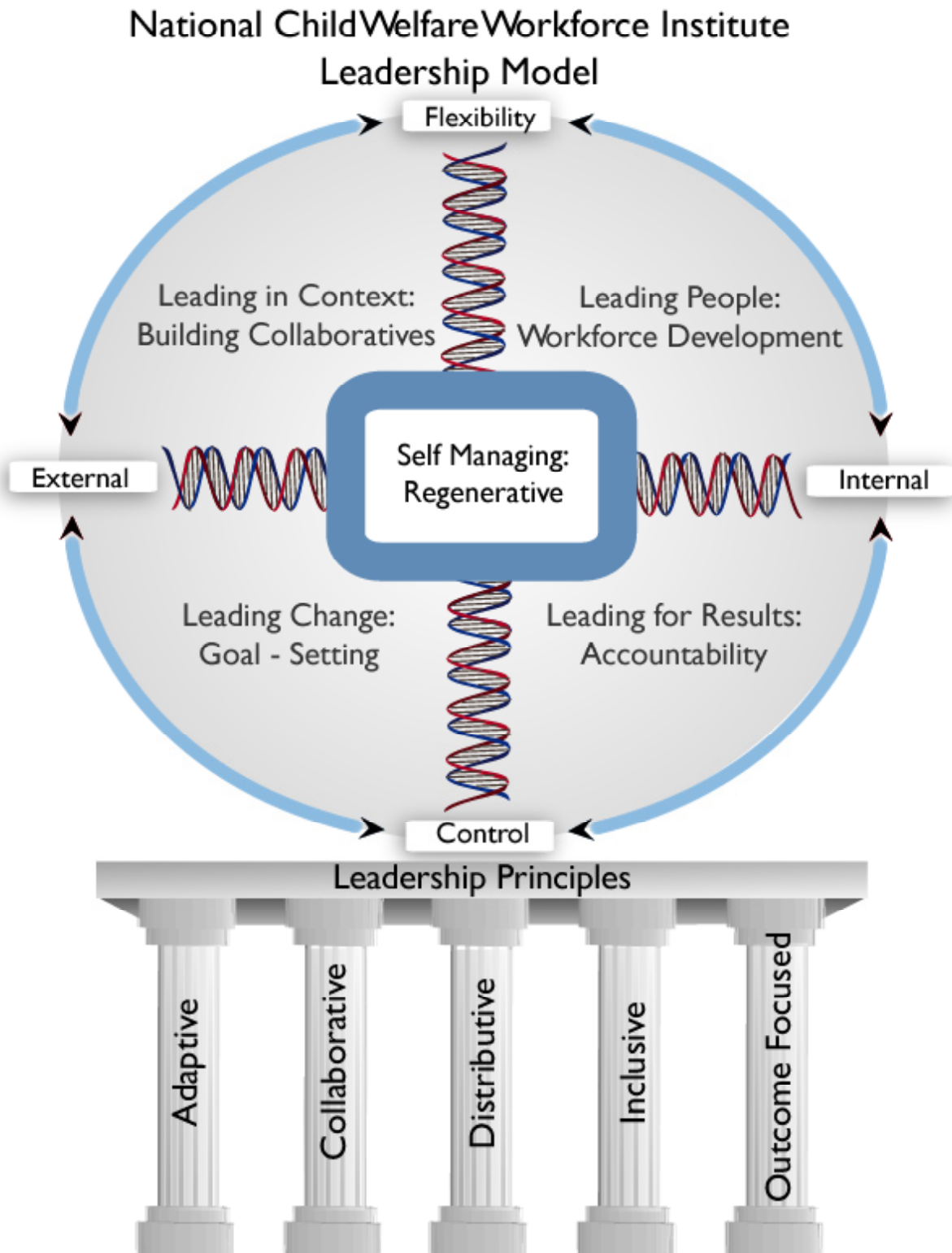
The next step was to examine the competencies through the lens of child welfare leadership. The OPM model was not developed for child welfare, and so to make it more child welfare specific, some competencies were revised, deleted, or shifted to other domains. Further, a few competencies from other frameworks were added to round out the NCWWI Leadership Competency Framework and make it relevant for child welfare. The resultant NCWWI Leadership Competency Framework consists of five domains:

1. Leading Change
2. Leading People
3. Leading for Results
4. Building Collaboratives
5. Fundamental Competencies

The next step in developing the competency framework was to screen the leadership competencies against the leadership pillars (adaptive, distributive, etc.) and to associate the pillars with corresponding competency definitions to clearly illustrate the linkages. (Table 2 contains a brief summary of the five pillars.) Finally, examples of proficiency indicators were developed for each of the competencies and organized by level of leadership (caseworker, supervisor, manager, and executive).

This competency model is being used as the basis for the curriculum for a Leadership Academy for Middle Managers and a Leadership Academy for Supervisors. The model is a work in progress and as it is used, it will be adapted and refined.

Leadership Model



Leadership Pillars

Table 2: Description of the Five Leadership Pillars

	Adaptive (Heifetz & Linsky, 2002)	Collaborative	Distributive (Spillane, 2006)	Inclusive (Ryan, 2006)	Outcome Focused
	Learning new ways for dealing with challenges	Community engagement	Leadership encouraged and enacted at all organizational levels	Collective process to promote inclusion	Meeting organizational and professional goals
1	Challenges own and other people's habits, beliefs, and values	Creates opportunities for collaboration outside agency	Distribution of decision-making and leadership responsibilities	Advocates for a full range of participants in the process (diverse participation)	Applies technical knowledge
2	Emphasizes a strategic/innovation mindset	Encourages exchange of information and sharing/pooling resources	Manages human, cultural, social, and economic capital	Promotes leadership as a collective process	Analyzes problems
3	Works with differences	Focuses on common purpose	Encourages purposeful action	Creates a sense of urgency around inclusion	Uses data to inform decisions
4	Orchestrates positive conflict	Stresses process rather than the product	Promotes collective rather than individual action	Acknowledges disparities and seeks to mitigate them	Focuses on indicators leading to outcomes of safety, permanency, and well-being
5	Inspires others to challenge decision-making processes	Has action orientation		Engages in continuous learning about inclusion-related issues	Stresses product/result rather than process
6	Navigates changeable environments			Engages diverse stakeholders	

Competency Definitions & Ladder Examples

The following section provides detailed definitions for each leadership competency within a domain and a ladder of proficiency examples for each definition.

Domain 1

Leading Change

Leading Change

Definition: This domain involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this domain is the ability to establish an organizational vision and to implement it in a continuously changing environment.

Competency Definitions

Creativity and Innovation: *Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.*

Corresponding “Pillar(s)”: Adaptive

External Awareness: *Understands and keeps up to date on local and national policies and trends that affect the organization and shape stakeholders’ views; is aware of the organization’s impact on the external environment.*

Corresponding “Pillar(s)”: Collaborative

Flexibility: *Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.*

Corresponding “Pillar(s)”: Adaptive, Distributive

Strategic Thinking: *Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment; capitalizes on opportunities and manages risks.*

Corresponding “Pillar(s)”: Adaptive, Distributive

Vision: *Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change; influences others to translate vision into action.*

Corresponding “Pillar(s)”: Adaptive, Distributive

Competency: Creativity and Innovation	
Creativity and Innovation: <i>Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Actively seeks to improve programs or services • Devises new methods, procedures, and approaches having agency-wide impact • Promotes and persuades others to consider new ideas • Takes calculated risks on new and unusual ideas • Develops new performance management system aligned with agency vision to measure staff performance • Develops, introduces, defends, and gains support for a new approach impacting the budget agency-wide
Manager	<ul style="list-style-type: none"> • Takes an interest in new ideas and new ways of doing things • Creates new methods for planning, designing, and carrying out program objectives • Organizes and leads cross-divisional work in developing creative solutions to address problems • Creates new units to streamline functions • Analyzes work flow • Creates a system to redistribute work across units during unexpected situations • Solicits feedback from team members in the creation of new agency initiatives and services • Displays creativity by deviating from traditional methods in developing new procedures
Supervisor	<ul style="list-style-type: none"> • Reevaluates current procedures and suggests improvements to ensure an effective, streamlined process • Creates a quality control system to monitor unit processes • Encourages and recognizes creativity in work unit • Considers innovative ideas generated by others
Caseworker	<ul style="list-style-type: none"> • Works with coworkers to coordinate a project using a creative process • Utilizes creative approaches to resolve client issues and barriers to services

Competency: External Awareness

External Awareness: *Understands and keeps up to date on local and national policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Provides policy advice consistent with local and national trends • Reflects best practices in the development of agency-wide policies and procedures • Regularly meets with constituents in a variety of settings • Considers the impact of a shift in programmatic direction to meet client needs • Scans the external environment to keep up to date • Participates actively in state and national organizations
Manager	<ul style="list-style-type: none"> • Synthesizes complex information gathered from a variety of external sources and disseminates it to staff • Gathers and summarizes information to predict stakeholders' views on a new policy • Considers external policies and trends when reviewing correspondence, reports, and policy documents • Regularly meets with managers from external organizations
Supervisor	<ul style="list-style-type: none"> • Keeps up to date by attending key meetings hosted by other agencies or organizations • Keeps abreast of developments in other parts of the organization • Assesses external environment and helps facilitate improved relationships • Communicates to outside agencies the agency's mission and its role in the child and family service system • Participates on boards of regional and local agencies
Caseworker	<ul style="list-style-type: none"> • Interacts positively with community agencies and stakeholders • Maintains an awareness of external political environment

Competency: Flexibility	
Flexibility: <i>Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Adjusts organizational priorities quickly as situations change • Shifts agency goals and initiatives to align with local and state priorities
Manager	<ul style="list-style-type: none"> • Realigns resources to meet changing client needs • Incorporates new knowledge into decision-making processes • Takes feedback into consideration while implementing organizational change • Uses staff feedback to streamline processes in order to meet deadlines • Adjusts project plan based on input from staff and stakeholders
Supervisor	<ul style="list-style-type: none"> • Meets with team to adjust and coordinate schedules to accommodate all team members • Adjusts staff assignments based on feedback and workload priorities • Helps staff manage crisis situations
Caseworker	<ul style="list-style-type: none"> • Adjusts interactions with clients to adapt to current situation • Manages self during crisis situations

Competency: Strategic Thinking

Strategic Thinking: *Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment; capitalizes on opportunities and manages risks.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Identifies strategic issues, opportunities, and risks • Leads and directs a strategic planning team to address and outline the future direction of an organization • Generates and communicates broad and compelling organizational direction, inspiring others to pursue that same direction • Establishes strategic performance measures to allow the organization to continually assess and adjust program direction • Conducts review of the agency's core mission and gathers information from relevant sources to support development of a strategic plan • Develops and implements agency policy by determining target audience, building coalitions with the appropriate population, and developing a budget • Considers stakeholder needs and trends in the development of strategic plans
Manager	<ul style="list-style-type: none"> • Implements strategic plan activities to accomplish agency vision, mission, and goals • Interfaces with community partners and stakeholders to understand their perspectives and integrates into own managerial approach • Monitors strategic performance measures and makes mid-course corrections
Supervisor	<ul style="list-style-type: none"> • Participates in agency strategic planning • Completes assigned activities and tasks in the strategic plan • Obtains feedback from workers and stakeholders to continuously assess performance and inform strategic planning • Conducts unit-level planning to translate agency goals into unit-level strategic plans
Caseworker	<ul style="list-style-type: none"> • Participates in agency strategic planning • Completes assigned activities and tasks in the strategic plan • Conducts planning with families towards the goals established with the family and is mindful of challenges and strengths

Competency: Vision	
Vision: <i>Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change; influences others to translate vision into action.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Directs and provides guidance to managers to develop long-term strategic plan for the division • Educates agency officials about new system and outlines how the long-term benefits align with agency goals • Conducts workshop with employees, human resources staff, and customers to build vision, strategy, and goals for the agency • Involves employees and stakeholders in an organizational change process by conducting meetings and providing frequent updates • Acknowledges organizational strengths and develops plan to address areas needing improvement • Communicates vision and mission to employees while incorporating employee feedback for ideas on accomplishing new goals and objectives
Manager	<ul style="list-style-type: none"> • Clearly communicates links between the organization's strategy and work unit goals • Conveys enthusiasm about future possibilities • Involves staff in setting annual goals to ensure buy-in • Conducts interviews with staff to ascertain organization's needs • Conveys vision of agency to staff and stakeholders
Supervisor	<ul style="list-style-type: none"> • Meets with staff to address concerns about new organizational structure • Develops and generates support for work group vision
Caseworker	<ul style="list-style-type: none"> • Knows and understands the agency's vision • Reflects agency vision in casework activities

Domain 2

Leading People



Leading People

Definition: This domain involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this domain is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Competency Definitions

Conflict Management: *Encourages creative tension and differences of opinions; anticipates and takes steps to prevent counter-productive confrontations; manages and resolves conflicts and disagreements in a constructive manner.*

Corresponding "Pillar(s)": Adaptive, Distributive, Inclusive

Developing Others: *Develops the ability of others to perform and contribute to the organization by providing ongoing feedback, and by providing opportunities to learn through formal and informal methods; gives timely, specific feedback and helpful coaching; adapts approach to each individual,[†] ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems.*

Corresponding "Pillar(s)": Distributive, Outcome Focused

Team Building: *Inspires and fosters team commitment, spirit, pride, and trust; facilitates cooperation and motivates team members to accomplish group goals.*

Corresponding "Pillar(s)": Adaptive, Collaborative

Cultural Responsiveness: *Respects and relates well to people from varied backgrounds; open to understanding diverse worldviews; sees diversity as an opportunity to learn about cultural groups while appreciating the complexity of individual differences; challenges bias and intolerance; seeks ongoing learning on cultural issues.*

Corresponding "Pillar(s)": Inclusive

Leveraging Diversity: *Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.*

Corresponding "Pillar(s)": Inclusive

[†] Definition enhanced by language from University of Southern Maine

Competency: Conflict Management	
Conflict Management: <i>Encourages creative tension and differences of opinions; anticipates and takes steps to prevent counter-productive confrontations; manages and resolves conflicts and disagreements in a constructive manner.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Mitigates staff concerns regarding agency-wide issues by investigating allegations and taking appropriate action • Fosters an agency-wide culture that positively manages conflict
Manager	<ul style="list-style-type: none"> • Recognizes conflict and takes steps to address issues by meeting with the involved parties • Meets with employees and addresses concerns regarding critical issues in an open and honest manner • Takes action to address behavior issues to ensure employees treat each other with respect • Manages conflict among team members by utilizing mediation techniques • Implements changes to ensure work environment is fair and equitable, based on employee concerns • Ensures employees receive mediation to resolve issues affecting the workgroup
Supervisor	<ul style="list-style-type: none"> • Resolves issues by meeting one-on-one with team member • Addresses employee concerns by providing accurate information to reduce conflict or concern within workplace • Takes action to address employee grievances
Caseworker	<ul style="list-style-type: none"> • Recognizes one's own role in conflictual situations • Proactively addresses conflict situations

Competency: Developing Others

Developing Others: *Develops the ability of others to perform and contribute to the organization by providing ongoing feedback, and by providing opportunities to learn through formal and informal methods; gives timely, specific feedback and helpful coaching; adapts approach to each individual,[‡] ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Directs opportunities for career development, including mentoring staff and training • Ensures that adequate resources are available to support staff development • Directs working groups to design training programs focused on skills necessary for meeting strategic goals • Facilitates leadership development opportunities for staff at all levels in the organization
Manager	<ul style="list-style-type: none"> • Recommends developmental assignments to staff based on career interests and work unit needs • Recognizes staff potential and guides employees in developing skills by recommending appropriate training and sources of information • Works with staff to develop individual development plans addressing employee needs and meeting organizational goals • Evaluates training programs to ensure content meets staff needs • Encourages employees to participate in mentoring programs and other learning opportunities
Supervisor	<ul style="list-style-type: none"> • Assesses staff and provides timely and consistent feedback regarding technical proficiency and effectiveness • Provides constructive feedback, guidance, and reinforcement to employees regarding job performance • Works with staff to identify work goals and create individual development plans • Pairs new staff with seasoned employees to facilitate understanding of the position and organization • Provides orientation to new employees • Provides developmental feedback to staff on job performance
Caseworker	<ul style="list-style-type: none"> • Provides feedback and support to coworkers • Participates as mentor to new workers and/or trainees and student interns

[‡] Definition enhanced by language from University of Southern Maine

Competency: Team Building	
Team Building: <i>Inspires and fosters team commitment, spirit, pride, and trust; facilitates cooperation and motivates team members to accomplish group goals.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Creates senior-level teams to design and implement requirements for new systems and procedures • Motivates agency-wide team by assigning work based on team member skill level and area of interest
Manager	<ul style="list-style-type: none"> • Promotes cohesiveness of a team by defining roles and responsibilities of each team member and establishing overall objectives • Includes entire team in decision-making process when developing mission and goals for the division • Leads team from various organizational units to create new systems or processes
Supervisor	<ul style="list-style-type: none"> • Encourages staff to share skills and abilities within the work group to facilitate completion of challenging tasks • Forms teams to identify and address agency concerns • Informs team members of issues requiring resolution and considers input • Works with team to implement operating procedures within the agency • Suggests utilizing team-building exercises to improve office dynamics • Addresses issues of a dysfunctional team and actively works to resolve
Caseworker	<ul style="list-style-type: none"> • Participates in team activities • Treats other team members with positive regard and respect • Encourages fellow team members and provides positive reinforcement

Competency: Cultural Responsiveness

Cultural Responsiveness: *Respects and relates well to people from varied backgrounds; open to understanding diverse worldviews; sees diversity as an opportunity to learn about cultural groups while appreciating the complexity of individual differences; challenges bias and intolerance; seeks ongoing learning on cultural issues..*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Fosters an environment in which cultural and other differences are appreciated • Considers others' opinions and world views when making decisions that affect the entire agency
Manager	<ul style="list-style-type: none"> • Creates opportunities for learning about other cultures • Reviews programs and services for cultural relevancy and modifies as appropriate • Evaluates culturally responsive practices at agency • Meets with various community groups to monitor service delivery • Reviews agency's policies and procedures to ensure cultural responsiveness
Supervisor	<ul style="list-style-type: none"> • Identifies and makes available to staff materials related to cultural responsiveness • Recognizes how cultural backgrounds and life experiences impact the worker/supervisor relationship • Models cultural responsiveness in collaborative relationships • Addresses cultural dynamics in group supervision
Caseworker	<ul style="list-style-type: none"> • Recognizes how one's own history, culture, and life experiences impact work with clients • Assesses own work with clients to understand cultural dynamics • Seeks opportunities to become more culturally responsive

Competency: Leveraging Diversity	
Leveraging Diversity: <i>Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization..</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Builds a diverse staff with a variety of skills who function effectively to accomplish the mission of the organization • Develops a creative initiative focused on recognizing the various dimensions of diversity to encourage inclusiveness in the workplace • Builds diversity throughout the organization’s hierarchy
Manager	<ul style="list-style-type: none"> • Recognizes and utilizes skills of staff with diverse backgrounds to benefit the organization, clients, and coworkers • Addresses and corrects the use of inappropriate language or actions which deride diversity
Supervisor	<ul style="list-style-type: none"> • Adheres to EEO policies, goals, objectives, and philosophies of valuing diversity in performing everyday duties and responsibilities • Builds teams leveraging diverse capabilities of staff • Promotes diversity programs to increase staff awareness • Understands the strengths and weaknesses of each worker related to working with each “cultural” community • Meets with staff to obtain input on diversity issues within work group
Caseworker	<ul style="list-style-type: none"> • Participates in activities related to a diverse and inclusive workplace • Addresses and confronts issues of discrimination and bias in interactions • Works with children and foster parents with different cultural backgrounds

Domain 3

Leading for Results

Leading for Results

Definition: This domain involves the ability to meet organizational goals and service expectations. Inherent to this domain is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Competency Definitions

Accountability: *Holds self and others accountable for measurable high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.*

Corresponding “Pillar(s)”: Outcome Focused

Capacity Building: *§ Identifies, designs, implements, and improves infrastructure-related innovations and practices; plans, implements, and improves training, learning, and networking systems; facilitates the collection and dissemination of knowledge to respect the importance of historic information while being open to new research and practices that will keep and expand the collective agency knowledge base.*

Corresponding “Pillar(s)”: Adaptive, Distributive, Inclusive

Service Orientation: *Anticipates and is responsive to the needs of clients and constituents; delivers high-quality products and services; is committed to continuous improvement.*

Corresponding “Pillar(s)”: Inclusive, Collaborative

Decisiveness: *Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.*

Corresponding “Pillar(s)”: Adaptive

Entrepreneurship: *Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services; takes calculated risks to accomplish organizational objectives.*

Corresponding “Pillar(s)”: Adaptive

[§]Adapted from competency originally developed by Lawson

Financial Management: *Understands the organization’s financial processes; prepares, justifies, and administers the program budget; oversees procurement and contracting to achieve desired results; monitors expenditures and uses cost/benefit thinking to set priorities.*

Corresponding “Pillar(s)”: Outcome Focused

Planning and Organizing:** *Organizes work, sets priorities, and determines resources requirements; determines necessary sequence of activities needed to achieve goals; handles multiple demands and competing priorities; sets high performance expectations for team members; sets clear performance expectations and objectives; holds others accountable for achieving results; successfully finds resources, training, tools, etc. to support staff needs.*

Corresponding “Pillar(s)”: Adaptive, Outcome Focused

Problem Solving: *Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.*

Corresponding “Pillar(s)”: Adaptive, Distributive

Technical Credibility: *Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.*

Corresponding “Pillar(s)”: Adaptive, Distributive

** Definition originally developed by Cornerstones 4 Kids and enhanced by language from University of Southern Maine

Competency: Accountability

Accountability: Holds self and others accountable for measurable high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Provides overall focus on outcomes of safety, permanency, and well-being • Ensures that systems are in place to monitor and communicate achievement of agency outcomes • Administers and provides oversight procedures that delegate responsibility for compliance to various agencies or parties • Accomplishes cultural change of accountability among staff by defining roles and responsibilities to ensure agency goals are met • Delegates responsibility and empowers others
Manager	<ul style="list-style-type: none"> • Provides and promotes position information across divisions to educate staff on respective duties, performance expectations, and consequent impact on accomplishment of agency goals • Holds staff accountable for new performance standards and expectations by taking action with employees not meeting standards • Develops and implements internal controls to manage potential barriers to implementation • Comfortably delegates responsibilities, tasks, and decisions and appropriately trusts others to perform
Supervisor	<ul style="list-style-type: none"> • Monitors implementation and communicates to staff written policies and procedures to ensure consistent adherence • Monitors data reports to ensure compliance with standards and outcomes • Encourages staff to take responsibility for personal actions that are directed towards achievement of outcomes • Outlines goals and assesses work group progress towards goal achievement • Monitors and communicates importance of adhering to safety policy and procedures • Distributes workload among staff to ensure staff meet key deliverables • Delegates work to staff to ensure responsibilities are completed • Meets routinely with team to monitor agency, unit, and client outcomes
Caseworker	<ul style="list-style-type: none"> • Follows agency policies and procedures • Reviews relevant data reports to monitor unit and client progress • Participates in efforts to improve performance on agency indicators and outcomes • Completes and submits documentation in timely fashion to assure adherence to reporting policy and standards

Competency: Capacity Building	
Capacity Building: †† <i>Identifies, designs, implements, and improves infrastructure-related innovations and practices; plans, implements, and improves training, learning, and networking systems; facilitates the collection and dissemination of knowledge to respect the importance of historic information while being open to new research and practices that will keep and expand the collective agency knowledge base..</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Advocates for infrastructure improvements with legislators and state staff • Redesigns agency structures and roles to improve efficiency
Manager	<ul style="list-style-type: none"> • Assesses functionality of information, human resources, and financial systems, and researches improvements • Transmits knowledge to next generation of leaders • Creates a mechanism for storing institutional knowledge
Supervisor	<ul style="list-style-type: none"> • Communicates acquired practice wisdom to unit team • Analyzes support needs of staff • Develops a streamlined filing system • Monitors training programs and advocates for improvements • Disseminates training information to staff
Caseworker	<ul style="list-style-type: none"> • Adapts to infrastructure changes • Attends training • Advocates for career development opportunities

†† Adapted from competency originally developed by Lawson

Competency: Service Orientation

Service Orientation: *Anticipates and is responsive to the needs of clients and constituents; delivers high-quality products and services; is committed to continuous improvement.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none">• Establishes organizational culture of service orientation• Considers all those to whom services are provided to be “clients,” seeking to see things from clients’ points of view• Anticipates growing client needs and expectations to continuously improve product development and service delivery• Creates work group consisting of stakeholders and neutral parties to develop solutions to service barriers
Manager	<ul style="list-style-type: none">• Designs and implements guidelines to improve services• Develops client satisfaction surveys, analyzes results, and makes necessary improvements• Addresses client/service deficiencies by involving employees to identify solutions• Develops guides and resource materials for clients• Ensures products and services comply with client requirements• Streamlines procedures based on client feedback
Supervisor	<ul style="list-style-type: none">• Establishes a unit that is responsive to the clients’ needs• Addresses customer questions in a timely manner• Meets with clients to address concerns• Monitors casework activity to ensure that clients’ needs are met
Caseworker	<ul style="list-style-type: none">• Attends to clients’ needs• Addresses client complaints• Meets timeline for delivery of services to clients

Competency: Decisiveness	
Decisiveness: <i>Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions..</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Uses limited information to solve a variety of complex problems during a crisis situation • Solves highly complex technical, administrative, and policy issues involved in the implementation of new systems and programs by making timely decisions • Changes course of action despite lack of public support when new information indicates previous strategy would not succeed • Makes timely decisions using available information regarding severe operating budget reductions, including possible reductions in force (RIFs)
Manager	<ul style="list-style-type: none"> • Redesigns systems to better meet organizational needs • Makes the decision to solve a controversial workplace issue by establishing an employee task force • Considers positive and negative impacts of decisions prior to making them
Supervisor	<ul style="list-style-type: none"> • Makes sound and timely decisions for a project, team, or work unit • Seeks out best practices to make organizational decisions • Develops meeting agenda and determines topics for group decision making • Determines the appropriate individuals needed for a decision-making process • Helps staff make critical decisions for clients and monitors results • Makes tough decisions when necessary
Caseworker	<ul style="list-style-type: none"> • Consults with supervisor on critical decisions • Gathers sufficient information to make critical decisions • Involves family members in decision making

Competency: Entrepreneurship

Entrepreneurship: Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services; takes calculated risks to accomplish organizational objectives..

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Takes calculated risks by creating new and innovative business lines • Conducts research and develops business proposals resulting in a high return on investment • Creates a new product, service, or policy based on requirements submitted by users • Makes recommendation to invest in emerging technologies to improve efficiency and reduce costs • Realigns programs to improve efficiency and attend to client needs
Manager	<ul style="list-style-type: none"> • Identifies concepts for new programs, products, or services • Seeks feedback for new products or services based on stakeholder needs • Considers current guidelines and feedback when developing a new service • Implements new programs and services strategically • Seeks new partnerships with community stakeholders to improve services for children and families
Supervisor	<ul style="list-style-type: none"> • Develops new ways of conducting unit business to improve efficiency and working conditions • Encourages creativity by caseworkers in service provision • Embraces new strategies for programs and providing services to families
Caseworker	<ul style="list-style-type: none"> • Develops case plans with families that exhibit creativity towards addressing challenges and overcoming barriers • Seeks opportunities to partner with community stakeholders to improve services to families

Competency: Financial Management	
Financial Management: <i>Understands the organization’s financial processes; prepares, justifies, and administers the program budget; oversees procurement and contracting to achieve desired results; monitors expenditures and uses cost/benefit thinking to set priorities..</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Ensures financial commitments and deadlines are met by facilitating and assessing processes, situations, and issues, and takes corrective action as needed • Considers implications of financial decisions and suggests methods for meeting needs of staff and the organization overall • Develops, justifies, and manages organization-wide budgets for annual projects and programs • Conducts a cost/benefit analysis to develop sound financial plans with programmatic impact • Follows established guidelines and procedures to ensure approval of funding for key initiatives • Prepares and monitors agency’s annual operating budget • Allocates program budget across multiple projects
Manager	<ul style="list-style-type: none"> • Reviews all unit expenditures for cost-saving opportunities • Communicates fiscal parameters to direct reports
Supervisor	<ul style="list-style-type: none"> • Monitors outcomes and expenditures through review of management reports • Communicates to staff the relationship between service expenditures and agency outcomes
Caseworker	<ul style="list-style-type: none"> • Develops case plans that are sensitive to costs

Competency: Planning and Organizing

Planning and Organizing: ^{‡‡} Organizes work, sets priorities, and determines resources requirements; determines necessary sequence of activities needed to achieve goals; handles multiple demands and competing priorities; sets high performance expectations for team members; sets clear performance expectations and objectives; holds others accountable for achieving results; successfully finds resources, training, tools, etc. to support staff needs.

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Develops strategic plan with short- and long-range goals with the involvement of all levels within the agency • Aligns the organization and allocates resources according to strategic priorities
Manager	<ul style="list-style-type: none"> • Plans work processes with outcomes in mind • Integrates planning efforts across work units
Supervisor	<ul style="list-style-type: none"> • Establishes objectives and priorities within the unit that reflect the strategic plan • Manages unit activities and the equitable distribution of workload
Caseworker	<ul style="list-style-type: none"> • Organizes time to achieve outcomes and meet deadlines • Meets timely documentation requirements

^{‡‡} Definition originally developed by Cornerstones 4 Kids and enhanced by language from University of Southern Maine

Competency: Problem Solving	
Problem Solving: <i>Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Synthesizes information from internal and external sources to develop an action plan addressing program issues • Addresses systemic barriers inhibiting the achievement of results by forming teams to conduct focus groups and develop solutions
Manager	<ul style="list-style-type: none"> • Reconciles conflicting and/or incomplete information to develop solutions • Applies appropriate methodology to discover or identify policy issues and resource concerns • Addresses routine organizational problems by leading a team to brainstorm solutions • Establishes guidelines to clarify complex and/or controversial processes
Supervisor	<ul style="list-style-type: none"> • Proposes solutions to improve customer satisfaction • Determines cause of workforce problem and recommends corrective action
Caseworker	<ul style="list-style-type: none"> • Engages clients in solving problems • Gathers appropriate information to inform problem solving • Knows when to consult with others to resolve problems

Competency: Technical Credibility

Technical Credibility: *Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none">• Provides expertise in technical subject area to an organization or team• Evaluates, incorporates, and communicates the latest developments in specialty area through agency guidelines and criteria• Provides technical expertise in the design and implementation of agency-wide projects
Manager	<ul style="list-style-type: none">• Develops technical portions of agency guidelines for internal and external use• Resolves technical issues promptly by determining and correcting problems• Advises staff on solutions to complex problems, projects, or programs• Uses technical expertise to identify and resolve conflicts between theories, procedures, requirements, regulations, and policies
Supervisor	<ul style="list-style-type: none">• Provides staff with feedback and support on technical issues• Interacts with staff to understand technical aspects of job duties• Gathers technical information from internal and external stakeholders• Consults with staff on casework activities• Monitors casework interactions with clients• Keeps up to date on technological developments• Demonstrates excellent skill and experience in functional areas
Caseworker	<ul style="list-style-type: none">• Knows and applies casework strategies• Makes effective use of technology to achieve results

Domain 4

Building Collaboratives

Building Collaboratives

Definition: This domain involves the ability to build collaboratives internally and with other federal agencies, state and local governments, tribal organizations, and nonprofit and private sector organizations to achieve common goals.

Competency Definitions

Partnering: *Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.*

Corresponding “Pillar(s): Distributive, Collaborative, Inclusive

Political Savvy: *Identifies the internal and external politics that impact the work of the organization; perceives organizational and political reality and acts accordingly.*

Corresponding “Pillar(s): Distributive, Collaborative, Inclusive

Influencing/Negotiating: *Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.*

Corresponding “Pillar(s): Distributive, Collaborative, Inclusive

Competency: Partnering

Partnering: *Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Collaborates with central or staff office, regional offices, and key stakeholders to implement new initiatives • Partners with various parties by sharing information and resources across multiple levels to establish new programs • Builds consensus with partners by considering input and promoting trust between various parties • Gains support from key leaders and staff within the organization to ensure support for work objectives and team initiatives • Coordinates with partners regarding new strategies to ensure consistent communication with agencies • Ensures future partnerships by developing strong relationships and resolving issues with partners
Manager	<ul style="list-style-type: none"> • Considers stakeholder input when developing strategies to ensure mutually agreeable initiatives • Coordinates with various agencies to plan and conduct annual events • Coordinates across and within organizations to determine required resources to support goals • Works with a team of managers or employees across agencies to address mutual issues and concerns • Meets regularly with peers and supervisors to identify recurring issues
Supervisor	<ul style="list-style-type: none"> • Develops and maintains network of stakeholders for collection and sharing of information • Meets with staff to discuss plans to implement strategic goals • Meets regularly with service providers for development of positive relationships and to troubleshoot problems
Caseworker	<ul style="list-style-type: none"> • Participates in cordial relationships with outside organizations • Learns about services and people at other organizations

Competency: Political Savvy	
Political Savvy: <i>Identifies the internal and external politics that impact the work of the organization; perceives organizational and political reality and acts accordingly.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Meets with community leaders to discuss political issues and address concerns • Meets with managers agency-wide to ensure initiatives are understood within the context of the agency's vision and mission • Addresses controversial political issues by conducting research and considering best practices • Evaluates political implications by considering different courses of action on a key issue • Addresses political issues that may impact internal and external stakeholders • Develops relationships with new political leaders in the agency
Manager	<ul style="list-style-type: none"> • Meets regularly with families and community stakeholders to understand the political environment • Operates skillfully within the political environment and adapts own behavior accordingly • Communicates political realities to supervisors and caseworkers about impending changes
Supervisor	<ul style="list-style-type: none"> • Mindful of the political environment, both internally within the agency and externally within the community • Manages the political environment within the unit
Caseworker	<ul style="list-style-type: none"> • Adapts to the changing political environment • Communicates political situation to families as appropriate

Competency: Influencing/Negotiating

Influencing/Negotiating: *Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Negotiates with leaders for changes to reorganization design based on feedback from subordinates • Develops plan and convinces high-level agency officials or political office holders to adopt approach by meeting with officials to explain points • Guides a team of experts to provide advice on, and build credibility for, a multi-level negotiation process
Manager	<ul style="list-style-type: none"> • Develops trust among various parties involved in a negotiation process • Persuades others to change leadership position or approach to better fit a situational need • Represents the organization in reaching agreements with other organizations and contractors • Meets with team leaders to gain buy-in for new direction of division • Uses factual information to support own point of view when meeting with team members
Supervisor	<ul style="list-style-type: none"> • Explains to staff the importance of their involvement on high stakes projects • Recommends employee seek professional assistance for personal issues affecting work performance • Justifies request for internal resources to accomplish goals
Caseworker	<ul style="list-style-type: none"> • Advocates for clients' needs • Articulates position when in conflict with others for a positive resolution to the situation

Domain 5

Fundamental Competencies



Fundamental Competencies

Definition: competencies are foundational for success in each of the domains.

Competency Definitions

Continuous Learning: *Assesses and recognizes own strengths and weaknesses; pursues self-development.*

Corresponding “Pillar(s)”: Adaptive

Effective Communication:^{§§} *Communicates effectively in a variety of ways, including oral and written mechanisms; listens effectively, probes for new ideas, and invites responses; creates open channels of communication; keeps others well informed; listens carefully to input and feedback; encourages others to express contrary views.*

Corresponding “Pillar(s)”: Adaptive, Distributive, Inclusive

Initiative:^{***} *Drives for results and success; sets high standards of performance; pursues aggressive goals and works hard to achieve them; displays a high level of effort and commitment to performing the work.*

Corresponding “Pillar(s)”: Outcome Focused

Interpersonal Relations: *Treats others with courtesy, sensitivity, and respect; considers and responds appropriately to the needs and feelings of different people in different situations.*

Corresponding “Pillar(s)”: Adaptive, Distributive, Collaborative

Integrity/Honesty: *Behaves in an honest, fair, and ethical manner; shows consistency in words and actions; models high standards of ethics.*

Corresponding “Pillar(s)”: Inclusive, Collaborative

^{§§} Originally developed by Daniels College of Business at the University of Denver

^{***} Originally developed by University of Southern Maine

Resilience: *Deals effectively with pressure; remains optimistic and persistent, even under adversity; stays calm and clear-headed under high stress or during a crisis; recovers quickly from setbacks.*

Corresponding “Pillar(s)”: Adaptive

Personal Leadership: ††† *Has a sense of presence and self-assurance; recognizes how his/her emotions and moods affect the organization and adapts accordingly; sets a personal example of what he/she expects from others; readily shares credit and gives opportunities for visibility of others.*

Corresponding “Pillar(s)”: Distributive, Inclusive

Socially Responsible: *Shows a commitment to serve the public; has ability to weave social/moral discourse into aspects of the system and the agency’s work; displays attention to ethical principles and moral imperatives. †††*

Corresponding “Pillar(s)”: Inclusive

† † † Originally developed by Daniels College of Business at the University of Denver

††† Language adapted from Lawson

Competency: Continuous Learning	
Continuous Learning: <i>Assesses and recognizes own strengths and weaknesses; pursues self-development.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Completes executive leadership development program • Participates actively in professional development
Manager	<ul style="list-style-type: none"> • Completes leadership development program, including training, coaching, and mentoring opportunities, and applies key learning • Arranges and completes rotational assignment meeting own developmental goals and aligning with organizational strategies
Supervisor	<ul style="list-style-type: none"> • Recognizes areas needing improvement and takes training to increase skills • Solicits periodic feedback to continually improve quality of own work • Visits other work sites to gain understanding of staff functions and daily tasks • Reviews literature for best practice approaches • Participates actively in agency training programs and continuing education
Caseworker	<ul style="list-style-type: none"> • Attends professional conferences to maintain technical knowledge • Recognizes and takes advantage of opportunities for self-development

Competency: Effective Communication

Effective Communication: ^{§§§} *Communicates effectively in a variety of ways, including oral and written mechanisms; listens effectively, probes for new ideas, and invites responses; creates open channels of communication; keeps others well informed; listens carefully to input and feedback; encourages others to express contrary views.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Makes agency-wide presentations to inform, educate, and inspire staff • Writes complex technical reports using clear terminology and a concise format for use by high-level decision makers • Reviews technical reports, edits materials, and provides suggestions to improve clarity while ensuring documents are targeted to the intended audience • Conducts presentations and briefings for high-level agency officials • Presents, explains, and defends agency positions and proposals to staff and stakeholders • Facilitates small and larger meetings so that all attendees feel included and motivated
Manager	<ul style="list-style-type: none"> • Writes reports and position papers outlining various viewpoints on controversial subjects • Communicates with committee regarding necessary actions and suggested approaches to accomplish committee objectives • Conveys information clearly and concisely to ensure staff or team members remain focused on agenda items • Explains benefits to stakeholders to gain acceptance of programmatic change • Presents information, analyses, and recommendations to officials and stakeholders
Supervisor	<ul style="list-style-type: none"> • Writes daily briefs or guidelines to ensure employees are provided with updated information • Writes clear, concise, and meaningful emails, memos, and case notes to staff • Engages staff in two-way communication so that they feel heard and validated
Caseworker	<ul style="list-style-type: none"> • Speaks clearly and expresses self in one-on-one communication and in groups • Writes clear, concise, and descriptive documentation • Presents cases to colleagues in a clear fashion

^{§§§} Originally developed by Daniels College of Business at the University of Denver

Competency: Initiative	
Initiative: **** <i>Drives for results and success; sets high standards of performance; pursues aggressive goals and works hard to achieve them; displays a high level of effort and commitment to performing the work.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Achieves goals set forth in strategic plan • Develops a new performance management system to reward performance
Manager	<ul style="list-style-type: none"> • Inspires employees to maintain commitment during times of budget reductions
Supervisor	<ul style="list-style-type: none"> • Reviews data reports to assess outcome performance and strategizes on ways to improve
Caseworker	<ul style="list-style-type: none"> • Keeps up to date on documentation requirements

**** Originally developed by University of Southern Maine

Competency: Interpersonal Relations

Interpersonal Relations: *Treats others with courtesy, sensitivity, and respect; considers and responds appropriately to the needs and feelings of different people in different situations.*

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none">• Treats individuals from all levels of the agency with courtesy and sensitivity• Meets with staff and listens to their perspective on organizational policies, climates, and services
Manager	<ul style="list-style-type: none">• Makes self accessible to employees at all levels• Corrects employee mistakes in a courteous manner
Supervisor	<ul style="list-style-type: none">• Shows employees empathy and respect• Welcomes new employees into organization by explaining mission and agency goals• Responds to employee inquiries
Caseworker	<ul style="list-style-type: none">• Interacts with clients and coworkers in a respectful and tactful manner

Competency: Integrity/Honesty	
Integrity/Honesty: <i>Behaves in an honest, fair, and ethical manner; shows consistency in words and actions; models high standards of ethics.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Demonstrates the organizational values in daily activities and behaviors • Instills a climate of trust by admitting own mistakes and taking responsibility for one's actions • Discusses potential ethical problems and wrongdoing with employees and responds appropriately • Resists undue political pressure in decision making • Does not abuse power or authority • Stands by decisions that are in the organization's best interest even if they are unpopular
Manager	<ul style="list-style-type: none"> • Communicates honestly with employees regarding potential changes affecting the organization to ensure staff are treated fairly • Investigates issues and takes corrective action, as appropriate • Provides staff with accurate information about the vision of the agency and outlines changes in an upfront manner • Remains fair and objective when determining skill set needed for projects to select effective team members • Matches actions with verbal statements • Takes prompt action in cases of unprofessional or unethical behavior
Supervisor	<ul style="list-style-type: none"> • Establishes open and honest communication with employees • Addresses concerns with employee behavior in a confidential and respectful manner • Attends to and is mindful of ethical situations and brings them to the attention of staff for resolution • Models Social Work Code of Ethics
Caseworker	<ul style="list-style-type: none"> • Communicates openly, respectfully, and honestly with clients and colleagues • Strives for consistent behavior • Behaves always in an ethical manner

Competency: Resilience

Resilience: Deals effectively with pressure; remains optimistic and persistent, even under adversity; stays calm and clear-headed under high stress or during a crisis; recovers quickly from setbacks.

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none">• Sustains a positive organizational climate during crisis• Responds to setbacks by developing alternative approaches to determine the best course of action• Cultivates internal and external stakeholders to develop strategies for obtaining funding from alternate sources following budget cuts
Manager	<ul style="list-style-type: none">• Develops strategies using existing resources for achieving objectives following budget cuts• Meets with employees resistant to organizational change to address concerns• Moves through personal stages of change quickly to model behavior for staff• Copes with equipment failures and creates work-arounds
Supervisor	<ul style="list-style-type: none">• Maintains unit's effectiveness, quality, and morale during organizational change• Maintains composure and direction in high-pressure situations• Energizes staff, even during crisis times, for high levels of performance
Caseworker	<ul style="list-style-type: none">• Accepts negative feedback in a constructive manner and adjusts behavior accordingly• Maintains even temper even during times of crisis• Hopeful about positive outcomes with clients despite setbacks and non-compliance

Competency: Personal Leadership	
Personal Leadership: †††† <i>Has a sense of presence and self-assurance; recognizes how his/her emotions and moods affect the organization and adapts accordingly; sets a personal example of what he/she expects from others; readily shares credit and gives opportunities for visibility of others.</i>	
Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none"> • Models excellent leadership behavior reflective of adaptive, distributive, and inclusive leadership principles • Leads an initiative to redesign assessment process • Lives the agency's vision, mission, and values
Manager	<ul style="list-style-type: none"> • Publicly acknowledges efforts of others • Creates a formal recognition program
Supervisor	<ul style="list-style-type: none"> • Maintains sensitivity to emotional climate of unit and responds accordingly • Recognizes others for extra efforts • Exhibits high standards of performance
Caseworker	<ul style="list-style-type: none"> • Expresses confidence in interactions • Maintains even temper even during crisis situations • Exhibits a high energy level

†††† Originally developed by Daniels College of Business at the University of Denver

Competency: Socially Responsible

Socially Responsible: Shows a commitment to serve the public; has ability to weave social/moral discourse into aspects of the system and the agency's work; displays attention to ethical principles and moral imperatives. ###

Proficiency Level	Indicators of Proficiency Level (Examples)
Executive	<ul style="list-style-type: none">• Creates initiative to address disproportionality issues prevalent in child welfare• Listens to constituents on a regular basis to assess agency's interaction and attention to the community
Manager	<ul style="list-style-type: none">• Advocates for resources to better serve clients
Supervisor	<ul style="list-style-type: none">• Develops a recycling program• Keeps abreast of issues within the community
Caseworker	<ul style="list-style-type: none">• Participates in a community service workday

Language adapted from Lawson

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