

# VIRGINIA'S CORE SUPERVISOR/MANAGER COMPETENCIES Table of Contents<sup>1</sup>

---

## **Topic 511: FUNDAMENTALS OF SUPERVISING CASEWORK STAFF**

### **Skill Sets**

**511-01:** Ability to create and maintain a supportive working and learning environment that promotes effective and efficient mission-focused casework

**511-02:** Ability to provide supportive supervision to help direct services staff understand and cope with the challenging aspects of providing direct services in child welfare

**511-03:** Ability to recognize, select and use supervisory styles and strategies to enhance and sustain effective job performance

**511-04:** Ability to conduct administrative supervisory/management functions including monitoring, decision making, and time management and organization of unit processes to enable staff to appropriately complete casework activities

## **Topic 512: FUNDAMENTALS OF LEADERSHIP IN CHILD WELFARE**

### **Skill Sets**

**512-01:** Ability to facilitate and maintain a strengths-based work environment that supports workers' practice in alignment with the Practice Model to achieve the agency's mission

**512-02:** Ability to use a variety of leadership skills to maximize staff and organizational performance

## **Topic 513: FUNDAMENTALS OF COMMUNICATION AND MANAGEMENT OF CONFLICT AND CHANGE**

---

<sup>1</sup> During the review process, concern was voiced that language around "unit", "division" and "agency" was not consistent across 120 local agencies. The terms "unit" and "division" can be substituted for each other depending on whether the learner is a line supervisor or a program manager.

*The Virginia Children's Services Practice Model* has been variously referred to as "Virginia's Practice Model" or "the Practice Model".

Reproduced and adapted, with permission, *Supervisor/Manager Core Competencies Institute for Human Services for the Ohio Child Welfare Training Program – December 2009*

### **Skill Sets**

**513-01:** Ability to effectively communicate with staff, stakeholders and community members

**513-02:** Ability to respond to conflict in a manner that promotes growth and constructive change

**513-03:** Ability to implement and constructively manage change initiatives

## **Topic 514: FUNDAMENTALS OF IMPROVING STAFF PERFORMANCE**

### **Skill Sets**

**514-01:** Ability to develop and communicate clear, measurable, mission-focused performance expectations for staff

**514-02:** Ability to identify the developmental level, personal strengths, and learning needs of individual staff members

**514-03:** Ability to complete performance evaluations and develop performance improvement plans with individual staff

## **Topic 515: FUNDAMENTALS OF STAFF DEVELOPMENT**

### **Skill Sets**

**515-01:** Ability to facilitate individual learning

**515-02:** Ability to create and sustain a constructive learning environment in the organization

**515-03:** Ability to design individualized learning plans

## **Topic 516: FUNDAMENTALS OF COLLABORATION AND TEAMWORK**

### **Skill Sets**

**516-01:** Ability to create a collaborative team environment that enhances cooperation, coordination, and collaboration among families, service providers and community stakeholders

**516-02:** Ability to identify and build on strengths to promote teamwork within and across agencies, stakeholder groups, and communities to improve outcomes for children, youth, and families

# CORE SUPERVISOR/MANAGER COMPETENCIES

## **TOPIC: 511 FUNDAMENTALS OF SUPERVISING CASEWORK STAFF**

### **Skill Sets**

**511-01** Ability to create and maintain a supportive working and learning environment that promotes effective and efficient mission-focused casework

**511-02** Ability to provide supportive supervision to help direct services staff understand and cope with the challenging aspects of providing direct services in child welfare

**511-03** Ability to recognize, select and use supervisory styles and strategies to enhance and sustain effective job performance

**511-04** Ability to conduct administrative supervisory/management functions including monitoring, decision making, and time management and organization of unit processes to enable staff to appropriately complete casework activities

<b>511-01: Ability to create and maintain the unit/department as a learning environment that promotes effective and efficient mission-focused casework</b>
--

<b>Comp. No.</b>	<b>Competency Description</b>
<b>511-01-001</b>	Knows the principles and models of child-centered and family-focused, neighborhood-based, culturally competent, and strengths-based casework practice
<b>511-01-002</b>	Knows the core values of Virginia's Practice Model and understands how they form the foundation for all agency and casework practices
<b>511-01-003</b>	<b>New:</b> Knows the purpose and job activities of administrative, educational and supportive supervision provided by casework supervisors in a child welfare agency
<b>511-01-004</b>	Knows the importance of maintaining current knowledge of research findings, evidence-based practice, laws, policies and procedures, regulations and state guidelines
<b>511-01-005</b>	<b>New:</b> Knows characteristics and components of a strengths-based learning environment
<b>511-01-006</b>	Understands the critical role of the supervisor/manager in creating and sustaining a work environment that promotes the highest quality caseworker services to children and families
<b>511-01-007</b>	Understands the importance of effective child welfare services to ensure the safety and well-being of children and families and knows casework and community-based activities and interventions needed to preserve the family unit and prevent family disruption
<b>511-01-008</b>	Understands the value of open and transparent communication to ensure adherence to policies and procedures, law/code, and best practice standards

<b>511-01-009</b>	<b>New:</b> Understands processes of individual and group supervisory intervention activities including individual case conferences, day-to-day consultation needed by caseworkers, unit meetings and group staffings
<b>511-01-010</b>	Understands the supervisor's responsibility to model cultural competence and ethical conduct
<b>511-01-011</b>	<b>New:</b> Understands issues in transitioning from direct services to supervision of a direct services unit
<b>511-01-012</b>	Understands parallel processes in performing and supervising casework practice, and how skills supervisors have developed in casework practice will transfer to supervising direct services staff
<b>511-01-013</b>	<b>New:</b> Knows engagement and relationship strategies to make a successful transition to role as casework supervisor
<b>511-01-014</b>	Knows how to use a variety of tools and methods in case conferences with workers to model and promote integration of best practice and the Practice Model into casework activities
<b>511-01-015</b>	Knows how to guide caseworkers in understanding family dynamics and using critical thinking and problem solving in casework intervention with children and families
<b>511-01-016</b>	Knows strategies to guide caseworkers in utilizing a variety of interview, assessment, investigation and intervention techniques
<b>511-01-017</b>	Can help caseworkers work across agencies, stakeholder groups, and communities to provide casework interventions and locate and select service providers, to serve children and families within their own cultural context and individualized needs

**511-02: Ability to provide supportive supervision to help direct services staff understand and cope with the challenging aspects of providing direct services in child welfare**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>511-02-001</b>	<b>New:</b> Knows the casework supervisor's role to assist direct services staff in understanding and managing their emotional reactions to child welfare casework
<b>511-02-002</b>	<b>New:</b> Understands how all staff members have unique needs, strengths, and personal and cultural attributes that impact both job performance and the supervisor/supervisee relationship
<b>511-02-003</b>	<b>New:</b> Understands the importance of giving support and encouragement to workers; and knows how to balance supporting staff, while ensuring that the mission and goals of the agency are met
<b>511-02-004</b>	<b>New:</b> Knows factors that can increase staff turnover and knows retention strategies to increase staff resiliency and reduce turnover
<b>511-02-005</b>	<b>New:</b> Knows work conditions and factors that create stress in child welfare casework, and emotional and behavioral indicators of increased stress in direct services staff
<b>511-02-006</b>	Knows supportive supervisory strategies to help direct services staff manage work-related stress and burnout and address the causative factors to alleviate stress
<b>511-02-007</b>	Knows emotional and behavioral symptoms of increased supervisor

	stress, and knows strategies to reduce the impact of predictable supervisory stress and to address the causative factors
<b>511-02-008</b>	Knows the causes and symptoms of burnout, secondary trauma and Post-Traumatic Stress Disorder (PTSD) that may be experienced by direct services staff; and knows supervisory strategies to support staff affected by secondary trauma and PTSD
<b>511-02-009</b>	Knows how to recognize signs of avoidance, denial, and transference/counter-transference in staff and strategies to help workers resolve these issues
<b>511-02-010</b>	<b>New:</b> Knows a variety of techniques to use rewards, celebrations and humor to promote a positive work environment and alleviate the inherent stress of providing direct casework services
<b>511-02-011</b>	<b>New:</b> Knows how to guide unit staff in reviewing case information to assess potential for danger prior to the initial home visit or in-office interview and throughout the worker's intervention in the case
<b>511-02-013</b>	<b>New:</b> Knows supervisory strategies to ensure unit staff follow safety protocols to decrease vulnerability during home visits and in the workplace
<b>511-02-012</b>	<b>New:</b> Can use supportive strategies to assist direct services staff in managing emotional reactions to child welfare casework
<b>511-02-014</b>	Can recognize personal symptoms of job-related stress, burnout, secondary trauma and post-traumatic stress, and can utilize resources and personal strategies to manage and reduce stress-producing factors
<b>511-02-015</b>	Can use supportive strategies to assist direct services staff in managing emotional reactions to child welfare casework and work-related stress, and to alleviate the causative factors
<b>511-02-016</b>	<b>New:</b> Can plan and implement strategies to promote and monitor safety of caseworkers in the office and in the field

**511-03: Ability to recognize, select and use supervisory styles and strategies to enhance and sustain effective job performance**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>511-03-001</b>	Knows the criteria, strengths and limitations of the primary styles of supervision
<b>511-03-002</b>	<b>New:</b> Knows criteria that define a worker's developmental level, work style and level of readiness to perform assigned job tasks
<b>511-03-003</b>	Understands the characteristics, strengths, and limitations of personal style of supervision and work style
<b>511-03-004</b>	Understands the importance of being proficient in multiple supervisory styles, and choosing the style best suited for the situation or context or to match an employee's developmental level
<b>511-03-005</b>	Knows how to plan a supervisory approach that provides the appropriate level of support and direction to help staff achieve a desired outcome
<b>511-03-006</b>	Can "style flex" to meet the specific requirements of individual workers and unique supervisory situations

**511-04: Ability to conduct administrative supervisory/management functions including monitoring, decision making, and time management and organization of unit processes to enable staff to appropriately complete casework activities**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>511-04-001</b>	<b>New:</b> Knows the supervisor/manager role in planning, coordinating and monitoring individual and unit/department performance
<b>511-04-002</b>	<b>New:</b> Knows factors to consider in managing supervisor/manager workload to effectively complete required activities and to maximize time available for administrative, supportive and educational supervision
<b>511-04-003</b>	<b>New:</b> Knows factors to consider in managing the unit workload and assigning cases to ensure that workers have adequate time to consult with the supervisor and complete required documentation; and to ensure adequate staff coverage to address emergent case issues
<b>511-04-004</b>	Knows the supervisor/manager ongoing responsibility to plan, implement, and monitor objectives and outcomes; and knows data sources and non-data supervisor/manager functions that support ongoing monitoring of work performance
<b>511-04-005</b>	Knows elements of timely documentation in case records to ensure accountability and compliance with legal requirements, record case continuity and progress, and monitor quality of casework activities
<b>511-04-006</b>	<b>New:</b> Knows the types of decisions made by casework supervisors, and knows when and how to involve unit staff in decision making
<b>511-04-007</b>	Knows how to refocus casework activities to achieve desired outcomes
<b>511-03-008</b>	Knows strategies to help staff plan, organize, and prioritize their work and manage their time most effectively
<b>511-04-009</b>	<b>New:</b> Knows how to use time management and organizational strategies to maintain effective and efficient unit processes including assigning cases, ensuring coverage and completion of required case documentation
<b>511-04-010</b>	<b>New:</b> Can engage caseworkers in a collaborative partnership to jointly monitor casework activity and case records to ensure that case records and documentation are adequately maintained and that casework processes are appropriately conducted
<b>511-04-011</b>	Can help workers plan, organize, and prioritize their work to maximize effectiveness and efficiency and promote desired child and family outcomes
<b>511-04-012</b>	Can use data to inform management, improve practice, measure effectiveness and guide policy decisions
<b>511-04-013</b>	<b>New:</b> Can conduct individual and group supervisor/manager administrative activities including organization of unit workload and processes, personal time management and decision making, and monitoring and evaluation of casework and case records to prevent unit liability
<b>511-04-014</b>	<b>New:</b> Can plan, organize, and monitor work to ensure that activities are consistent with federal and state law; agency policies,

	procedures, and outcomes; practice standards and the Practice Model
--	---

## CORE SUPERVISOR/MANAGER COMPETENCIES

### TOPIC: 512 FUNDAMENTALS OF LEADERSHIP IN CHILD WELFARE

#### Skill Sets

**512-01** Ability to facilitate and maintain a strengths-based work environment that supports workers' practice in alignment with the Practice Model to achieve the agency's mission

**512-02** Ability to use a variety of leadership skills to maximize staff and organizational performance

#### **512-01: Ability to facilitate and maintain a strengths-based work environment that supports workers' practice in alignment with the Practice Model to achieve the agency's mission**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>512-01-001</b>	Knows the importance of a shared vision, mission, and values in motivating staff to excel in their work
<b>512-01-002</b>	Understands the relationship of organizational mission, goals and objectives, policies, procedures, work activities, and outcomes
<b>512-01-003</b>	Understands the supervisor/manager leadership role to create and sustain vision-oriented, mission-focused, and outcome-driven casework practice
<b>512-01-004</b>	Understands the supervisors' link to upper management
<b>512-01-005</b>	Understands the relationship of continual learning and professional development to staff's confidence and ability to do their jobs move?
<b>512-01-006</b>	Understands how a supportive and caring work environment to keep staff engaged and involved, and to promote investment in their work
<b>512-01-007</b>	<b>New:</b> Knows how to formulate strength-based questions to engage and involve staff in improving individual and unit performance
<b>512-01-008</b>	Knows how to involve unit staff in creating and articulating shared vision, values, and purpose that underpin and give meaning to their daily work
<b>512-01-009</b>	<b>New:</b> Knows how to use feedback from supervisees on personal leadership behaviors, their impact and effectiveness
<b>512-01-009</b>	Can clearly articulate a collective vision, mission, and fundamental values to staff and can help them understand how to integrate these into their daily work
<b>512-01-009</b>	Can use vision, mission and values to build a workforce that functions

	in alignment with Virginia’s Practice Model to protect children and preserve families
--	---

<b>Skill Set 512-02: Ability to use a variety of leadership skills to maximize staff and organizational performance</b>
---

<b>Comp. No.</b>	Competency Description
<b>512-02-001</b>	Knows definitions, characteristics, strengths and limitations of various types of leadership
<b>512-02-002</b>	Knows the core leadership behaviors necessary for a variety of supervisory and leadership styles
<b>512-02-003</b>	<b>New:</b> Understands how culture and values impact how individuals influence others, and react to influence and authority
<b>512-02-004</b>	Knows types of influence and authority and knows how to identify and utilize personal influence and authority in leading staff
<b>512-02-005</b>	Understands the importance of supervisors and managers developing and enhancing their personal leadership skills
<b>512-02-006</b>	Understands the nature, characteristics, strengths, and limitations of personal preferred leadership style(s)
<b>512-02-007</b>	Understands how effective leadership can enhance staff performance and successful achievement of agency and unit objectives
<b>512-02-008</b>	Knows how to assess a situation and select a leadership style best suited to the task, environment, and developmental level of staff
<b>512-02-009</b>	Knows how to “style flex” in response to changing environmental and interpersonal dynamics
<b>512-02-010</b>	Can use a variety of leadership skills to motivate staff to achieve high levels of performance excellence

# CORE SUPERVISOR/MANAGER COMPETENCIES

---

## **TOPIC: 513 FUNDAMENTALS OF COMMUNICATING WITH STAFF AND MANAGING CONFLICT AND CHANGE**

### **Skill Sets**

**513-01:** Ability to effectively communicate with staff, stakeholders and community members

**513-02:** Ability to respond to conflict in a manner that promotes growth and constructive change

**513-03:** Ability to implement and constructively manage change initiatives

### **Skill Set 513-01: Ability to effectively communicate with staff, stakeholders and community members**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>513-01-001</b>	Knows the characteristics of effective verbal and written communication and the factors that undermine their effectiveness
<b>513-01-002</b>	Understands how contradictions between verbal and nonverbal communications can affect the delivery of the intended message
<b>513-01-003</b>	Understands personal communication style and how it affects communication with people whose styles differ from one's own
<b>513-01-004</b>	Understands how effective communication, dialogue and feedback promotes successful unit/department functioning and achievement of family and agency outcomes
<b>513-01-005</b>	<b>New:</b> Understands how culture impacts personal communication styles and interpersonal communication
<b>513-01-006</b>	Understands how strengths-based communication strategies motivate staff and enrich supervisor-staff relationships
<b>513-01-007</b>	Knows how and when to use open feedback and strengths-based communication strategies to resolve individual and unit performance problems
<b>513-01-008</b>	Knows how to use strategies including active listening and dialogue to promote constructive communication and mutual understanding, and to prevent or resolve conflict within the agency and community
<b>513-01-009</b>	Knows how to elicit and use feedback from the unit to improve supervisory practice and unit outcomes
<b>513-01-010</b>	Can adjust one's own communication style based on the situation and the communication styles or needs of others
<b>513-01-011</b>	Can help staff recognize their own and others' preferred communication styles
<b>513-01-012</b>	Can help staff recognize when their communication styles or strategies may impact interpersonal communication or conflict with families and colleagues

<b>513-01-012</b>	Can model and guide staff in using strengths-based communication strategies in their work with children and families
-------------------	--

**Skill Set 513-02: Ability to respond to conflict in a manner that promotes growth and constructive change**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>513-02-001</b>	Knows typical stages in the development and evolution of conflict, and at when intervention is most likely to successfully resolve the conflict
<b>513-02-002</b>	Knows negotiation and conflict management strategies
<b>513-02-003</b>	Understands how conflict can be transformed into a constructive tool to promote productive change
<b>513-02-004</b>	Understands the personal, interpersonal, cultural and organizational dynamics that support and sustain conflict
<b>513-02-005</b>	Understands how individual and cultural differences in expectations, work and communication styles can create conflict
<b>513-02-006</b>	Understands how unaddressed and unresolved conflict can impact individual and organizational productivity
<b>513-02-007</b>	Knows how to encourage and support staff to acknowledge and address unresolved conflict which can impact individual and organizational productivity
<b>513-02-008</b>	Can help staff use open communication and engagement strategies to resolve personal or work-related conflict
<b>513-02-009</b>	Can teach and model problem solving techniques to resolve conflicts in order to achieve mutually beneficial solutions
<b>513-02-010</b>	Can use conflict management strategies to address resistance and promote effective collaboration
<b>513-02-011</b>	Can take initiative to acknowledge and resolve personal conflict with children, families, staff, administrators, and community stakeholders

**Skill Set 513-03: Ability to implement and constructively manage change initiatives**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>513-03-001</b>	Understands the various causes, dynamics, and inevitability of change in the child welfare system
<b>513-03-002</b>	Knows the stages in a change process and the opportunities, barriers, and potential risks typical of each stage
<b>513-03-003</b>	Understands the supervisor's role and responsibility in initiating, leading, and monitoring change initiatives in the organization
<b>513-03-004</b>	Understands how intended changes often produce unintended consequences
<b>513-03-005</b>	Understands the inherent threats, opportunities, and challenges brought about by any change and the variety of ways staff respond
<b>513-03-006</b>	Knows strategies to use during each phase of change to maintain momentum and focus on achieving goals and objectives
<b>513-03-007</b>	Knows communication strategies to engage upper management in facilitating change within the organization

<b>513-03-008</b>	Knows supervisor/manager strategies to help staff adjust to change and continue to function effectively
<b>513-03-009</b>	Knows characteristics of transitional stages of organizational change, actions to improve transition, and strategies to manage and communicate progress of the change process
<b>513-03-010</b>	Can identify unintended consequences of change and design strategies to address these as a part of the larger change management plan
<b>513-03-011</b>	Can manage and monitor change in a manner that minimizes resistance and encourages continued productivity within the organization or community

# CORE SUPERVISOR/MANAGER COMPETENCIES

---

## **TOPIC: 514 FUNDAMENTALS OF IMPROVING STAFF PERFORMANCE**

### **Skill Sets**

**514-01:** Ability to develop and communicate clear, measurable, mission-focused performance expectations for staff

**514-02:** Ability to identify the developmental level, personal strengths, and learning needs of individual staff members

**514-03:** Ability to complete performance evaluations and to develop performance improvement plans with individual staff

<b>Skill Set 514-01: Ability to develop and communicate clear, measurable, mission-focused performance expectations for staff</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>514-01-001</b>	Knows supervisory responsibilities including case review, observation and feedback to monitor casework activities and ensure staff performance
<b>514-01-002</b>	<b>New:</b> Knows the importance of orientation and shadowing experiences to introduce new workers to the activities of child welfare work and community resources
<b>514-01-003</b>	Knows the importance of establishing challenging but attainable performance expectations for all staff
<b>514-01-004</b>	Understands how job activities, performance expectations and measures are derived from organizational mission and desired outcomes
<b>514-01-005</b>	Understands how clearly defined performance expectations can motivate high levels of staff performance and successful achievement of outcomes
<b>514-01-006</b>	Understands how organizational factors including mission, job roles and activities, supervision, staffing, personnel issues, and priorities may impact staff performance
<b>514-01-007</b>	Knows how to involve staff in identifying and establishing performance expectations and measures for their jobs
<b>514-01-008</b>	Knows how to create job descriptions including activities, expectations, and performance measures that reflect mission-focused outcomes and best practice standards
<b>514-01-009</b>	Can use supervisory conference to initiate and encourage dialogue with staff members about performance expectations and measures
<b>514-01-010</b>	Can determine if staff understand performance expectations and measures, and can help staff become invested in achieving these expectations

**Skill Set 514-02: Ability to identify the developmental level, personal strengths, and learning needs of individual staff members**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>514-02-001</b>	Knows the importance of ongoing professional development of staff for effective job performance
<b>514-02-002</b>	Understands how personal, interpersonal, organizational, cultural and environmental factors interact to achieve high levels of performance excellence
<b>514-02-003</b>	Understands how skill sets and competencies are used to assess individual learning needs and shape individual development plans
<b>514-02-004</b>	Understands the difference between deficiencies in knowledge and skill and deficiencies of execution, and how these interact to affect job performance
<b>514-02-005</b>	<b>New</b> Knows strategies to enhance staff performance by being responsive to each employee's unique needs, strengths and attributes
<b>514-02-006</b>	Knows how to use supervision, unit meetings, case reviews, observations of caseworkers, and feedback from families and community providers as ongoing strategies to identify staff members' developmental needs
<b>514-02-007</b>	Can involve staff in assessing their strengths and developmental needs and in developing plans for personal and professional growth
<b>514-02-008</b>	Can work with staff to differentiate learning needs from non-training performance problems that require other supervisory interventions

**Skill Set 514-03: Ability to complete performance evaluations and to develop performance improvement plans with individual staff**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>514-03-001</b>	Knows the importance of engaging staff in the performance evaluation process
<b>514-03-002</b>	Knows the importance of using predetermined, clearly defined, behavioral, and measurable descriptions of desired job performance as the criteria for performance evaluation
<b>514-03-003</b>	Knows potential sources and types of staff performance information and outcome measures needed to identify and understand performance gaps
<b>514-03-004</b>	Knows components of effective performance evaluation protocols and performance improvement plans
<b>514-03-005</b>	<b>New:</b> Understands differences in deficiencies of knowledge and deficiencies in execution when analyzing staff performance problems
<b>514-03-006</b>	Understands the personal and interpersonal factors in the supervisor/worker relationship that may impact performance evaluation
<b>514-03-007</b>	Knows how to give effective strengths-based feedback to workers
<b>514-03-008</b>	Understands how some workers may not be suited for child welfare work and knows strategies to counsel the worker to accept another position in the agency or consider a career change
<b>514-03-009</b>	Knows how to follow personnel policies and procedures when an

	employee is unable or unwilling to make needed changes in job performance
<b>514-03-010</b>	Knows how to develop, implement and monitor a performance improvement action plan that results in effective worker performance
<b>514-03-011</b>	Knows how to develop a coaching plan as part of a performance improvement plan
<b>514-03-012</b>	Knows how to conduct performance evaluations with staff within an ongoing and supportive supervisor/worker relationship
<b>514-03-013</b>	Can engage staff in evaluating and planning to improve their job performance
<b>514-03-014</b>	Can observe, monitor, and evaluate employee performance to determine if a performance improvement plan is effectively changing practice
<b>514-03-015</b>	Can plan, design, and implement supervisory interventions that address both deficits of knowledge and skill and deficits of execution

# CORE SUPERVISOR/MANAGER COMPETENCIES

## TOPIC: 515 FUNDAMENTALS OF STAFF DEVELOPMENT

### Skill Sets

**515-01:** Ability to facilitate individual learning

**515-02:** Ability to create and sustain a constructive learning environment in the organization

**515-03:** Ability to design individual learning plans

<b>Skill Set 515-01: Ability to facilitate individual learning</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>515-01-001</b>	<b>New:</b> Knows the importance of ongoing staff development for effective job performance
<b>515-01-002</b>	Knows the factors that affect an employee's interest, readiness, and motivation to learn
<b>515-01-003</b>	Understands the characteristics of various learning styles, how they affect the learning process, and supervisory/education strategies that best support each style
<b>515-01-004</b>	Understands the primary characteristics of adult learners at different stages of development and how these affect the success of various learning strategies
<b>515-01-005</b>	Understands how preparation for learning activities and feedback can enhance the learning process
<b>515-01-006</b>	Understands how routine job activities can be used as "learning moments" for staff
<b>515-01-007</b>	Can help staff identify their preferred learning styles and the most effective learning strategies for those styles
<b>515-01-008</b>	Can implement strategies to enhance employees' readiness to learn and to prepare them for specific learning activities
<b>515-01-009</b>	Can help staff identify and resolve barriers that may impede learning

<b>Skill Set 515-02: Ability to create and sustain a constructive learning environment in the organization</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>515-02-001</b>	Knows the qualities of a positive learning environment and the necessary conditions to achieve it
<b>515-02-002</b>	Knows the factors that promote the successful transfer of newly acquired skills from training to the job, and those that prevent it from occurring
<b>515-02-003</b>	Knows the importance of ongoing supervisory and administrative support to create and sustain a constructive learning environment
<b>515-02-004</b>	Understands the responsibilities of the learner, supervisor,

	administrators, trainers, and peers in promoting transfer of learning and skill development
<b>515-02-005</b>	Knows supervisory strategies to create and sustain a supportive work environment that encourages continuous self-assessment, ongoing staff development, and quality improvement
<b>515-02-006</b>	<b>New:</b> Knows how to use the supervisor relationship and educational supervision interventions including coaching, strengths-based feedback, case conferences and unit meetings, and planning for staff to attend training to help workers acquire and develop skills
<b>515-02-007</b>	Knows strategies to assess the work environment to identify barriers to learning, and strategies to eliminate these barriers
<b>515-02-008</b>	Can utilize training, technical assistance and other resources to support continuous employee development
<b>515-02-009</b>	Can advocate for changes at the administrative and policy level to increase organizational support for learning, transfer, and skill mastery

**Skill Set 515-03: Ability to design individualized learning plans.**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>515-03-001</b>	Knows components of an individual professional development plan that will ensure caseworkers address individual learning needs and meet policy requirements
<b>515-03-002</b>	<b>New:</b> Knows the supervisor's role and responsibilities in promoting transfer of learning, and knows strategies to coach and mentor workers in developing skills needed for their specific job tasks
<b>515-03-003</b>	Understands the purpose and functions of educational supervision and its importance in promoting organizational effectiveness
<b>515-03-004</b>	Understands how the nature and quality of the supervisor/supervisee relationship affects educational supervision
<b>515-03-005</b>	Knows a variety of teaching, coaching, and mentoring strategies that supervisors can use to promote learning and support transfer of learning
<b>515-03-006</b>	Knows how to choose supervisory strategies best suited to the learning goals and the employee's level of development
<b>515-03-007</b>	Knows how to recognize and utilize naturally occurring learning opportunities in daily activities and supervisory conferences (teachable moments)
<b>515-03-008</b>	Knows how to develop a coaching plan as part of the individual development plan
<b>515-03-009</b>	Can design and implement individual development plans based on staff members' learning needs, preferred learning styles and level of development
<b>515-03-010</b>	Can support and direct staff members' use of new learning on the job to sustain motivation to change work behavior, and to promote mastery of newly acquired skills
<b>515-03-011</b>	Can model and provide coaching in specific skills in which staff need further development or for transfer of learning

# CORE SUPERVISOR/MANAGER COMPETENCIES

---

## TOPIC: 516 FUNDAMENTALS OF COLLABORATION AND TEAMWORK

### Skill Sets

516-01: Ability to create a collaborative team environment that enhances cooperation, coordination, and collaboration among families, service providers and community stakeholders

**516-02:** Ability to identify and build on strengths to promote teamwork within and across agencies, stakeholder groups, and communities to improve outcomes for children, youth, and families

<b>Skill Set 516-01: Ability to create a collaborative team environment that enhances cooperation, coordination, and collaboration among families, service providers and community stakeholders</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>516-01-001</b>	Knows the importance of collaboration and interdependence among staff at all levels, throughout the organization and with community organizations
<b>516-01-002</b>	Knows the personal, interpersonal, cultural and organizational factors that promote collaboration and those that undermine it
<b>516-01-003</b>	Understands how poorly defined mission, job expectations, and other systemic factors can undermine the collaboration necessary to achieve outcomes
<b>516-01-004</b>	Understands how the authority vested in certain job roles and responsibilities can affect the development of collaborative partnerships with families
<b>516-01-005</b>	Understands the supervisor's role in modeling and promoting collaboration and interdependence to achieve agency, unit, and individual outcomes
<b>516-01-006</b>	<b>New:</b> Understands how diversity and cultural differences in teams bring valuable perceptions, opinions, and behavioral strengths to the team's collective ability to do their work successfully.
<b>516-01-007</b>	Understands how a supervisor's ability to collaborate with staff can reinforce the value of collaborative worker-client relationships
<b>516-01-008</b>	Knows strategies to address and resolve "turf issues" within the organization and with community partners and providers
<b>516-01-009</b>	<b>New:</b> Knows strategies to use vision and mission development and explicitly shared values to promote collaboration among internal and external stakeholders
<b>516-01-010</b>	Can identify when a lack of coordination and integration is a factor in the agency's failure to achieve desired outcomes
<b>516-01-011</b>	Can use relationship and supervisory strategies that promote collaboration within the organization and in the community

**Skill Set 516-02: Ability to identify and build on strengths to promote teamwork within and across agencies, stakeholder groups, and communities to improve outcomes for the children, youth, and families**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>516-02-001</b>	Knows the characteristics of effective teams and work groups
<b>516-02-002</b>	Knows the stages of group development and the typical characteristics of workers at each stage
<b>516-02-003</b>	Understands the potential uses and benefits of unit meetings for planning, monitoring, problem-solving, education, transfer of learning, and maximizing group productivity
<b>516-02-004</b>	Understands the value of involving unit members in decisions about their own and the unit's work
<b>516-02-005</b>	Knows how to determine when the unit can provide valuable input for a supervisory decision, and when a problem or issue is best addressed by the unit as a group
<b>516-02-006</b>	Knows how to plan, organize, and lead effective unit meetings
<b>516-02-007</b>	Knows strategies to help the unit develop into a cohesive and productive work group
<b>516-02-008</b>	Knows how to select the most effective supervisory strategies for a group's current level of development
<b>516-02-009</b>	<b>New:</b> Can determining the degree of autonomy, collaboration or delegation to use in a decision making process
<b>516-02-010</b>	Can promote teamwork within the organization and community to enhance group performance and achieve outcomes