



GUIDEBOOK
FOR HUMAN SERVICES
PROFESSIONALS



HUMAN SERVICES ***MANAGEMENT COMPETENCIES***

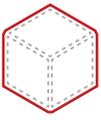


THE NETWORK FOR
SOCIAL WORK MANAGEMENT

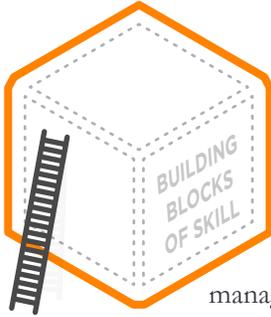
Anthony Hassan, EdD, LCSW
Director and Clinical Professor
University of Southern California
School of Social Work

Rochelle "Shelly" Wimpfheimer DSW
President, Wimpfheimer & Associates

*With contributions from the NSWM
Board Members*



HUMAN SERVICES **MANAGEMENT COMPETENCIES**



There is much work to be done in preparing social work managers with the competencies necessary to meet the leadership challenges of the future. Social work management, like many other institutions in American life, is experiencing a leadership gap as many current human services managers/administrators are planning on retiring in the coming years while those social work managers who would be logical choices to fill these vacating positions are also approaching retirement age. Although change is needed to prepare and provide human services agencies with capable and effective social work managers, there has been limited systematic clarification on the leadership competencies (except for the Network for Social Work Management) or development programs needed to assist those who are preparing for leadership in human services agencies.

The intent of this document is to specify and detail the competencies with performance indicators necessary to successfully manage human services organizations through the following four domains: Executive Leadership, Resource Management, Strategic Management and Community Collaboration. These domains and the competencies therein are intended to be a framework for describing the skills necessary for the successful management of both public and private nonprofit organizations. The competencies also serve as a checklist, allowing for self-assessment and as a supervisor's assessment tool that identifies criteria for selecting and developing managers.

The competencies were drafted based on an extensive review of the management literature, field surveys, focus groups and reviews by experts in the field. The initial set of competencies was then vetted by practicing managers through a survey followed by input from senior thought leaders in management and leadership. This revised set of competencies was again reviewed over a two day summit with senior managers and several NSWM board members with extensive input and feedback incorporated. Thus, this final set has been thoroughly reviewed and offers a valuable set of management competencies available for human services managers. Regarding the development of these competencies, special thanks to Anthony Hassan, EdD, LCSW, Shelly Wimpfheimer, DSW and contributing Network Board Members for the compilation and research for this guide.

These human services management competencies include a robust array of *interpersonal*, *intellectual*, and *technical* skills.

DOMAIN: EXECUTIVE LEADERSHIP

- ◆ Interpersonal skills
- ◆ Analytical and critical thinking skills
- ◆ Professional behavior
- ◆ Maintains stakeholder relationships
- ◆ Communication skills
- ◆ Cross-cultural understanding
- ◆ Advocates for social justice
- ◆ Facilitates innovative change

These interpersonal skills are necessary to motivate others to successfully communicate the organizational mission and vision at all levels of management.

DOMAIN: RESOURCE MANAGEMENT

- ◆ Effectively manages human resources
- ◆ Effectively manages and oversees the budget and other financial resources
- ◆ Ensures transparency, protection, and accountability
- ◆ Manages all aspects of information technology

The competencies delineated under the domain of Resource Management list the intellectual skills that provide for a clear perspective on the organization in its environment and are essential to possessing the capacity to think and act strategically.

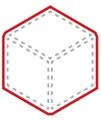
DOMAIN: STRATEGIC MANAGEMENT

- ◆ Fundraises
- ◆ Marketing and public relations
- ◆ Designs and develops effective programs
- ◆ Manages risk and legal affairs
- ◆ Ensures strategic planning

The competencies delineated under the domain of Strategic Management provide a selection of technical skills that are essential to successfully managing organizational functions such as budget and finance, human resources, and technology.

DOMAIN: COMMUNITY COLLABORATION

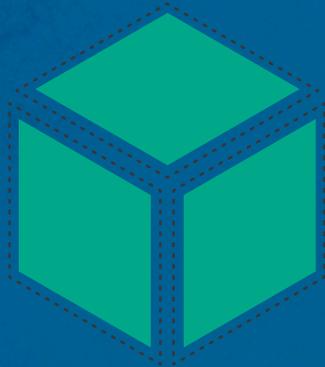
- ◆ Builds a relationship with complementary agencies, institutions and community groups and is an amalgamation of all the skills needed in social work management that are employed at the senior level.



Although executive leadership is one of the competencies listed on the previous page, the need for leadership in many ways transcends all other competencies. It is the most complex, critical and overarching competency and the one most directly associated with organizational success and sustainability in a rapidly changing and challenging environment. Given this environment and the growing complexity of both organizations and the functions necessary for their management, it becomes less likely that one individual possesses all of the required competencies in sufficient degree. Therefore, the competence most critical to organizational success is the ability of a manager to be self-aware of her/his own strengths and limitations and self-confident enough to build an organizational leadership team that has, in the aggregate, all of the management competencies listed below. This highlight on self-awareness is drawn from some popular published works asserting that "who you are is how you'll lead" (Hogan & Kaiser, 2005) and Goldsmith's (2008) catch phrase, "what got you here won't get you there." Both statements address the value for self-awareness in leadership. This is a critical component of leadership and the key ingredient of management across all levels of experience.



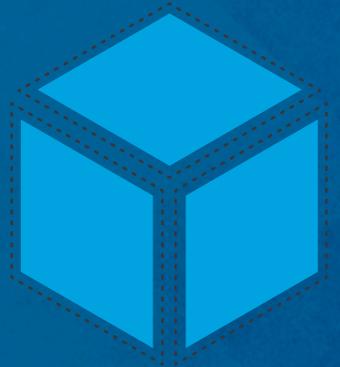
**EXECUTIVE
LEADERSHIP**



**RESOURCE
MANAGEMENT**



**STRATEGIC
MANAGEMENT**



**COMMUNITY
COLLABORATION**



1. ESTABLISHES, PROMOTES, AND ANCHORS THE VISION, PHILOSOPHY, GOALS, OBJECTIVES, AND VALUES OF THE ORGANIZATION

- 1.1 Creates, communicates, and anchors a vision for the organization.
- 1.2 Works to ensure that all programs align with the overall organizational mission.
- 1.3 Reviews the mission periodically to determine its relevance to client and community needs.
- 1.4 Works closely with management staff to establish benchmarks to show alignment with vision, mission, philosophy, and goals.
- 1.5 Identifies potential organizational drift from vision, mission, philosophy, and goals.
- 1.6 Demonstrates the manner in which the vision, philosophy, and values are applied in making organizational decisions.

2. POSSESSES INTERPERSONAL SKILLS THAT SUPPORT THE VIABILITY AND POSITIVE FUNCTIONING OF THE ORGANIZATION

- 2.1 Establishes and maintains an organizational culture that recognizes and rewards professionalism, quality customer service, employee engagement and empowerment, and programs and services that further social justice.
- 2.2 Inspires the workforce to move beyond cynicism and complacency, and perform and produce in a superior manner.
- 2.3 Demonstrates the ability to assume different leadership styles as appropriate to the situation.
- 2.4 Possesses strong skills in emotional intelligence, self-awareness, self-mastery, etc.
- 2.5 Is able to find common ground with others and form positive relationships easily.
- 2.6 Is able to inspire confidence in others, both internally and externally.
- 2.7 Demonstrates commitment to the work of the agency.
- 2.8 Demonstrates and communicates deep knowledge about the work of the agency, using current performance data to discuss successes and challenges.
- 2.9 Recognizes the value of optimizing the human potential of staff and ensures that the organization develops healthy and productive practices that develop staff in all ways.
- 2.10 Demonstrates the ability to assemble a leadership team of individuals whose skills and abilities supplement one's own and to be a "team player."



3. POSSESSES ANALYTICAL AND CRITICAL THINKING SKILLS THAT PROMOTE ORGANIZATIONAL GROWTH

- 3.1 Demonstrates a working knowledge of budget and finance, human resources, communication and marketing, applications of information technology, fundraising, and external relations; and an understanding or “feel” for the core work of the organization.
- 3.2 Demonstrates an entrepreneurial spirit and attitude.
- 3.3 Makes creative use of agency resources to serve the needs of diverse clients.
- 3.4 Understands and makes use of historical and current data to inform decision-making about the agency.
- 3.5 Demonstrates strong skills in turning around dysfunctional organizations.
- 3.6 Demonstrates strong critical thinking and problem solving skills.
- 3.7 Manages ambiguous and complex organizational situations.
- 3.8 Monitors economic and political trends, shifts in trends, values, and mores.
- 3.9 Displays keen skills in strategic thinking.
- 3.10 Conceptualizes innovative partnerships to maximize agency resources.

4. MODELS APPROPRIATE PROFESSIONAL BEHAVIOR AND ENCOURAGES OTHER STAFF MEMBERS TO ACT IN A PROFESSIONAL MANNER

- 4.1 Engages in and promotes ethical conduct.
- 4.2 Protects the integrity and reputation of the organization.
- 4.3 Creates and supports an organizational culture that values professionalism, service, and ethical conduct.
- 4.4 Encourages staff to become involved in the identification and planning of their own professional development.
- 4.5 Displays the ability to carry on effectively in the face of adversity, ambiguity, uncertainty, and anxiety.
- 4.6 Encourages staff to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback (e.g., peer coaching and mentoring).
- 4.7 Demonstrates the ability not to be “consumed” by executive responsibilities and helps others to achieve the balance and maintain a sense of humor and perspective.



5. MANAGES DIVERSITY AND CROSS-CULTURAL UNDERSTANDING

- 5.1 Publicly acknowledges the diversity of the staff and clients and creates a climate that celebrates the differences.
- 5.2 Provides opportunities for staff to learn about different groups to enhance their practice, and encourages open discussion about issues to promote sensitivity.
- 5.3 Seeks to employ a diverse workforce to align with clients served by the organization.
- 5.4 Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly.
- 5.5 Invites different perspectives to all client-related and management discussions within the organization.
- 5.6 Encourages and allows opportunities for staff to confer and present issues and problems affecting program-related services.
- 5.7 Takes steps necessary to assure that all services provided by the organization are culturally competent.

6. DEVELOPS AND MANAGES BOTH INTERNAL AND EXTERNAL STAKEHOLDER RELATIONSHIPS

- 6.1 Consistently and effectively motivates governance body members, employees, volunteers, clients, and other key constituencies to work toward achieving the organizational mission.
- 6.2 Communicates effectively to multiple constituencies, through various means and media, the mission, vision, and values of the organization along with organizational programs, policies, and performance so as to promote organizational transparency and enhance support and understanding from internal and external constituencies.
- 6.3 Plans, thinks, and acts strategically in concert with key stakeholders to position, evolve, and change the organization to assure success in the current and future environments.
- 6.4 Successfully advocates at the national, state, and local levels for the organization, its clients, and for issues promoting social justice for vulnerable populations.



7. INITIATES AND FACILITATES INNOVATIVE CHANGE PROCESSES

- 7.1 Remains current on trends and identifies shifts that require an innovative response.
- 7.2 Presents innovations to appropriate decision-makers and stakeholders and makes decisions that are aligned with their feedback.
- 7.3 Assists staff with implementing positive change and supports risk taking.
- 7.4 Supports innovative practices to improve program-related issues and services.

8. ADVOCATES FOR PUBLIC POLICY CHANGE AND SOCIAL JUSTICE AT NATIONAL, STATE, AND LOCAL LEVELS

- 8.1 Strategically disseminates information about unmet needs and program accomplishments.
- 8.2 Participates in professional organizations and industry groups that advocate for client social justice, equity, and fairness.
- 8.3 Engages and encourages staff and client/customers to be active advocates for social justice issues.
- 8.4 When appropriate and in line with organizational mission, promotes their organization as a well-recognized advocate on public policy topics.
- 8.5 Challenges broad regulatory expectations and advocates for efficient and well-tailored policies with potential to impact clients' welfare.
- 8.6 Advocates for an organizational culture that recognizes and rewards professionalism; quality customer service; employee engagement and empowerment, programs, and policies that further social justice; and efforts to achieve diversity in customers, employees and ideas.



SEE HOW YOU STACK UP
Make sure to use the appendix in the back to assess your skills!



9. DEMONSTRATES EFFECTIVE INTERPERSONAL AND COMMUNICATION SKILLS

- 9.1 Is able to articulate the mission and vision of the organization both orally and in writing to staff of the agency.
- 9.2 Is able to articulate the mission and vision of the agency to those outside the agency to ensure understanding of the work of the organization.
- 9.3 Ensures that all written and oral communication in the agency is carefully planned and articulated so that it is clear in its message and sensitive to the various audiences that receive it.
- 9.4 Manages communication in conflict and crisis situations in a competent and sensitive manner.
- 9.5 Engages in emotionally intelligent communications with all stakeholders.

10. ENCOURAGES ACTIVE INVOLVEMENT OF ALL STAFF AND STAKEHOLDERS IN DECISION-MAKING PROCESSES

- 10.1 Provides opportunities for internal and external stakeholders to give feedback before significant program changes are implemented.
- 10.2 Shows evidence of stakeholder buy-in through such means as meetings of representative groups, and program surveys to the community.
- 10.3 Delegates authority and decision-making to appropriate entities and supports their decisions.
- 10.4 Uses collaborative teams and other strategies to identify outcomes, design programs, share intervention strategies, conduct assessments, analyze results, and adjust intervention processes.
- 10.5 Encourages consumers and under-represented stakeholders to actively participate in decision-making processes.
- 10.6 Displays the ability to work with people and institutions to achieve creative compromises and “win-win” solutions.



11. PLANS, PROMOTES, AND MODELS LIFE-LONG LEARNING PRACTICES

- 11.1 Positions the organization as a “learning organization,” providing ongoing opportunities for all staff to receive professional development to assure quality service delivery.
- 11.2 Ensures that the organization offers competent and regular supervision to staff at all levels of the organization.
- 11.3 Assumes a mentorship role for less experienced managers.
- 11.4 Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff.
- 11.5 Engages in a variety of activities to foster the manager’s own learning, such as participating in collegial networking and subscribing to journals and listservs.
- 11.6 Whenever possible, offers staff an opportunity to learn from experts, as well as make presentations themselves, at outside conferences and meetings.
- 11.7 Whenever possible, allows staff to take classes or work on advanced degrees, with the support of the agency. If agency funds are not available, flexibility in scheduling or other non-monetary support should be offered to support learning.
- 11.8 Demonstrates self-confidence in leading the organization, capitalizing on his/her own strengths and compensating for his/her own limitations.



12. EFFECTIVELY MANAGES HUMAN RESOURCES

- 12.1 Designs and manages the workplace to ensure a positive and supportive culture and climate for staff and clients.
- 12.2 Designs and manages employee relations policies and practices that are fair, adhere to law, and are implemented in a consistent manner.
- 12.3 Supervises recruitment, hiring, training, performance assessment, and promotion/termination based on established criteria.
- 12.4 Creates, maintains, and fosters a discrimination- and harassment-free work environment for employees, clients, and the general public.
- 12.5 Successfully recruits and retains a diversity of employees to reflect the communities and constituencies served by the organization.
- 12.6 In settings with Civil Service and Unions, works within existing systems to ensure that the most qualified employees are selected to carry out agency responsibilities.

13. EFFECTIVELY MANAGES AND OVERSEES THE BUDGET AND OTHER FINANCIAL RESOURCES TO SUPPORT THE ORGANIZATION'S/PROGRAM'S MISSION AND GOALS AND TO FOSTER CONTINUOUS PROGRAM IMPROVEMENT AND ACCOUNTABILITY

- 13.1 Manages utilization of resources to ensure that they are in line with the organization's mission and goals.
- 13.2 Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year.
- 13.3 Monitors revenue and expenditures at regular intervals to ensure that budget assumptions are consistent with anticipated income and expenses.
- 13.4 Ensures that financial activities are consistent with organizational policies and are sufficiently documented for audit.
- 13.5 Oversees equitable allocation of funds based on such indicators as visits, outcomes, and historical precedent.
- 13.6 Monitors expenditures to ensure that operating units have sufficient resources to offer quality services, using dashboards and other visual tools to link expenditures to outcomes.



14. ESTABLISHES AND MAINTAINS A SYSTEM OF INTERNAL CONTROLS TO ENSURE TRANSPARENCY, PROTECTION, AND ACCOUNTABILITY FOR THE USE OF ORGANIZATIONAL RESOURCES

- 14.1 Prepares and manages organizational budgets in a manner that maximizes utilization of available funds for client service and complies with requirements of funders.
- 14.2 Develops and implements a system of internal controls that adequately safeguards the resources of the organization.
- 14.3 Demonstrates effective actions to protect the organization and its employees from liability by both managing and ensuring risks incurred within the scope of discharging established responsibilities.
- 14.4 Assures the maintenance of financial records that comply with generally accepted accounting standards.
- 14.5 Assures the appropriate safety, maintenance, protection, and utilization of other organizational resources, such as facilities and equipment.
- 14.6 Helps design and manage a process of succession planning to assure the organizational continuity of executive, professional, and service leadership.
- 14.7 Establishes strong systems of accountability for revenues received from various sources.

15. MANAGES ALL ASPECTS OF INFORMATION TECHNOLOGY

- 15.1 Identifies and utilizes technology resources to enhance the organization's processes.
- 15.2 Uses resources to promote the effective use of technology for clients and staff.
- 15.3 Remains current with developments in technology and upgrades the organization accordingly.
- 15.4 Encourages adaptation of technology for service tracking and for other purposes that enhance efficiency and quality.



16. FUNDRAISING: IDENTIFIES AND APPLIES FOR NEW AND RECURRING FUNDING WHILE ENSURING ACCOUNTABILITY WITH EXISTING FUNDING SYSTEMS

- 16.1 Creates a culture of philanthropy that engages the organization's governing body, employees, volunteers, and actual and potential donors.
- 16.2 Works closely with public and private funding sources to ensure positive relations and confidence in the organization.
- 16.3 Develops and implements a successful fundraising plan which includes a diverse funding mix and utilizes a strong marketing focus.
- 16.4 Establishes strong systems of stewardship with donors/funders.
- 16.5 Seeks partnerships with other programs funded under federal/state/local authorities and other interest groups.
- 16.6 Maintains active awareness of and pursues potential grant and funding sources in local, regional, or national community.
- 16.7 Demonstrates innovative approaches to resource development at all levels of the organization.

17. MARKETING & PUBLIC RELATIONS: ENGAGES IN PROACTIVE COMMUNICATION ABOUT THE AGENCY'S PRODUCTS AND SERVICES

- 17.1 Consistently establishes and maintains positive external relationships with key organizational constituencies such as the media, public governance bodies, actual and potential donors, the business community, professional and service organizations, and the public at large.
- 17.2 Builds and conveys to multiple constituencies an organizational brand that reflects competence, integrity, and superior client/customer and community service.
- 17.3 Develops and implements a successful marketing plan that dovetails with the fundraising activities of the organization.
- 17.4 Ensures that the work of the agency is featured in various public relations venues to build and maintain visibility, access, and credibility and to ensure maximum usage of program resources.
- 17.5 Develops clear guidelines for managing interactions with the press to ensure client confidentiality and accurate representation of agency performance.
- 17.6 Maximizes the use of electronic media to communicate the work of the organization and deepens the public's understanding of the mission.



18. DESIGNS AND DEVELOPS EFFECTIVE PROGRAMS

- 18.1 Guides program staff in designing and implementing interventions consistent with the mission of the organization that respect all types of clients from diverse circumstances.
- 18.2 Supports and assists staff in planning evidence-based programs, based on performance standards, assessments, client data, research on effective practice, community and user needs, demographics, resources, and economic and technological trends.
- 18.3 Develops and enforces procedures for collecting, reporting, and analyzing data to measure program quality and achievement of defined outcomes.

19. MANAGES RISK AND LEGAL AFFAIRS

- 19.1 Protects the agency from undue risk by ensuring that appropriate policies and procedures exist in all areas of operation.
- 19.2 Establishes systems for monitoring all areas of the organization where there may be potential risk (e.g., client services, record keeping, accounting, purchasing).
- 19.3 Ensures adherence to all laws, regulations, contracts, and legal agreements.

20. ENSURES STRATEGIC PLANNING

- 20.1 Understands the organization's relationship to its environment, the emerging internal and external forces affecting the organization, and the ability to position the organization within that environment for future and current success.
- 20.2 Directs staff effectively in identifying areas of future growth and development in all areas of agency operations to be used in a strategic planning process.
- 20.3 Demonstrates competence in the ability to orchestrate and support an inclusive and organization-wide strategic planning process designed to position the organization for success in achieving its mission in the mid- and long-term future.
- 20.4 Constructs or directs the construction of an adequate business plan that details the pathway, timelines, and accountability for the accomplishment of identified strategic objectives.



21. BUILDS RELATIONSHIPS WITH COMPLEMENTARY AGENCIES,
INSTITUTIONS, AND COMMUNITY GROUPS TO ENHANCE THE DELIVERY
OF SERVICES

- 21.1 Establishes partnerships and alliances with businesses, institutions of higher learning, local educational agencies, child care centers, health and human services, employment and job training centers, boards, and other agencies to assess needs, enhance program resources, and improve services to service users.
- 21.2 Collaborates with other health and human services organizations to better serve clients in ways that work toward the enhancement of client well-being and the achievement of the organizational mission.
- 21.3 Identifies opportunities for partnerships, acquisitions and mergers, where applicable, that promote the achievement of the organizational mission and the well-being of clients served.
- 21.4 Effectively manages policy advocacy coalitions dedicated to issues of social justice and client well-being.



COMPARE YOUR SKILLS

Make sure to use the appendix in the back to assess your skills!



DEVELOPMENT OF **COMPETENCIES**

The development of the Network for Social Work Management competencies is founded on Day's (2000) review of the leadership development. The interventions for leadership development competencies were similar across developmental programs, targeting skills such as feedback, networking with colleagues, mentoring/coaching, and action learning (progressive job responsibilities, challenging job assignments, personal reflection, journaling, and hardships).

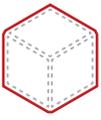
This competency framework was to provide graduate degree and training programs with curricular guidelines intended to help emerging managers chart their professional development, and guide human resource departments and boards in recruitment, hiring, and professional development. It was also intended to be a “living document” that evolves over time to meet the changing needs of social work management. The competencies also serve as a supervisor’s assessment tool for executive and organizational governance- criteria for selecting and developing managers, as well as a reference for self-assessment of social work managers at all levels.

The following leadership development practices can be included in social work management leadership development programs to specifically develop the Network for Social Management competencies. These practices can be employed in the context of ongoing work in the field of social work. Each section contains a brief overview of the practice, how it can be used for development, and the NSWAM competencies addressed.



COMPARE YOUR SKILLS

Make sure to use the appendix in the back to assess your skills!

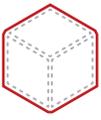


NETWORKING WITH COLLEAGUES

The primary emphasis of networking is to build support through relationships by expanding boundaries. This support is beneficial to professional and personal development because it fosters peer and cross-functional relationships in work settings (Day, 2000; Wiessner & Sullivan, 2007) and contributes to stronger relationships with subordinate (Venkataramani et al., 2010). An important goal of networking is to develop leaders beyond merely knowing what and knowing how, to knowing who in terms of problem solving resources, it is about moving beyond command and control and toward greater collaboration (Bartol & Zhang, 2007). This capacity is exactly the kind of skill required of social workers, particularly in terms of the Community Collaboration domain (p. 14). Effective social work management must network within their field, but must also reach beyond the boundaries of human services management to forge relations with the community. Thus, networking is a crucial capacity for high-level leaders in general, but a particularly important skill for community collaboration.

FEEDBACK (SUPERVISOR, PEERS, SUBORDINATES, AND OTHERS)

The leadership development literature lauds the value of feedback, with particular emphasis on 360-degree feedback as the ideal type (McCauley & Van Velsor, 2004). Feedback from peers, direct reports, supervisors, and external stakeholders provides a comprehensive and telling picture about a manager's performance that is especially useful for developmental purposes. Since performance varies across contexts and managers behave differently with different constituents, this broad and layered assessment can be invaluable. Any feedback a manager receives has the potential to develop intrapersonal competence, but it can clearly be an aid to interpersonal competence as well (Day, 2000). DeRue and colleagues (DeRue et al., 2009) found that getting and access to feedback for developing leaders promoted longer term benefits from their developmental challenge. To support leaders, the guidance for giving and receiving feedback for their own and other's development, is well described in some of the literature. (Cannon & Witherspoon, 2005; Lanning, 1992)) It is clear that feedback is valuable to the development of the competency domains of Executive Leadership and Community Collaboration.



MENTORING

There are both formal mentoring and informal mentoring relationships. Formal, planned mentoring programs are assigned, maintained, and monitored by the organization. Most formal mentoring programs pair a junior manager with a more senior executive outside of his or her direct reporting line (McCauley & Van Velsor, 2004). In contrast, informal mentoring is usually encouraged by the organization, but it is not officially administered or initiated by it. Individuals often self-initiate a relationship with someone they feel will be able to mentor them on their desired developmental tasks. Mentoring typically provides two primary mentoring functions, career and psychosocial mentoring (Allen & Eby, 2004) designed to help emerging leaders to not only understand how to manage their career, but also to navigate the interpersonal environment. A recent meta-analysis of these functions indicated that proteges who perceive these functions report have greater social capital, and specifically, those who report experiencing more interactions with others (Eby et al., 2013). With a psychosocial focus, these mentoring experiences have the potential to significantly enhance the development of effective leaders. These mentoring experiences have the potential to enhance the developmental power of natural relationships within the organization, encourage employees to seek out the developmental relationships they need, and create formal relationships for the purposes of learning and development (McCauley & Van Velsor, 2004). These mentoring experiences can offer leadership development benefits to social work management, especially in the development of the competency domains like Executive Leadership and Community Collaboration. Thus, the value of mentoring can be quite significant and is regarded as the most important competency and a competency set that is not readily developed by a general set of professional experiences.



SEE HOW YOU STACK UP

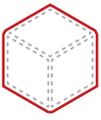
Make sure to use the appendix in the back to assess your skills!



ACTION LEARNING (PROGRESSIVE JOB RESPONSIBILITIES/CHALLENGING JOB ASSIGNMENTS HARDSHIPS, PERSONAL REFLECTION/JOURNALING)

It has long been recognized that direct experience is among the most important teachers, and its benefits include the development of management. Development through job experiences pertains to how managers learn, undergo personal change, and acquire management capacity as a result of the roles, responsibilities, and tasks encountered in their jobs (McCauley & Van Velsor, 2004). The assumption that people learn most effectively when working on the job with real organizational challenges has been clearly recognized within the literature. Progressive job responsibilities and challenging job assignments experiences can be identified as helpful in developing the Network for Social Work Management competencies of Executive Leadership, Resource Management, Strategic Management, and Community Collaboration. Therefore, deliberate planning of these action learning experiences is critical and must target those less developed leadership competencies needed in the new millennium such as funding, governance, economic and workforce development, and legislative advocacy (Duree, 2007).

These aforementioned management development practices have all been supported by different studies and lauded by other researchers as beneficial and effective for leadership development (Bolman & Deal, 1994; Day, 2000; Douglas, 2003; Duree, 2007; Hassan et al, 2010; McCall, Lombardo, & Morrison, 1988; McCauley & Van Velsor, 2004; Morrison, White, & Van Velsor, 1987). Moreover, these developmental experiences contribute to the expansion of both human and social capital. Therefore, it is essential to include developmental experiences for both types of capital in any leadership development program.



QUESTIONS FOR THE HIRING PROCESS

In addition to the competency framework's ability to help education and training programs, organizations and developing managers development curricula, programs, and self-development plans for social work management; it can also serve as a tool, that can assist any hiring manager preparing for interviews with candidates. Responses to the following questions can help assess whether a job candidate has the developed the necessary competencies for the open position.

1. Describe your job assignments in terms of the ways they challenged and developed your leadership and management skills. Describe the most challenging situation that you as a professional have personally faced at a past or current position. What did you do, and what was the outcome of your behavior? Tell us how you have learned from your progression in job assignments? The answers to these questions, and others, can address elements of the Network's competencies, because the data from research shows that challenging job assignments and progressive job responsibilities contribute to the development of all Network's competencies.
2. Describe the networking activities you have been involved with inside and outside of your current organization? What types of positive and developmental feedback have you received from others? How have you used this feedback to guide your actions? The answers to these questions enhance the evaluation of the Executive Leadership and Community Collaboration competency domains.
3. What conferences and/or workshops have you attended in the past three years, and what was your role at the conference? What was your take-away from those conferences and workshops? Who were your mentors/coaches? Research shows that workshops and mentoring/coaching contribute, to some degree, to the development of each of the network's competencies, the responses may provide confirmation that the candidate has an awareness of the need to seek professional development from many sources.

REFERENCES

- Allen, T. D., & Eby, L. T. (2004). Factors Related to Mentor Reports of Mentoring Functions Provided: Gender and Relational Characteristics. *Sex Roles, 50*. doi:10.1023/B:SERS.0000011078.48570.25
- Bartol, K. M., & Zhang, X. (2007). Networks and leadership development: Building linkages for capacity acquisition and capital accrual. *Human Resource Management Review, 17*(4), 388-401. doi:10.1016/j.hrmr.2007.08.004
- Bolman, L. G., & Deal, T. E. (1994). Looking for Leadership: Another Search Party's Report. *Educational Administration Quarterly, 30*(1), 77-96. doi:10.1177/0013161X94030001006
- Bozionelos, N., & Bozionelos, G. (2010). Mentoring received by protégés: its relation to personality and mental ability in the Anglo-Saxon organizational environment. *International Journal of Human Resource Management, 139*(2), 441-476. doi:10.1080/09585191003612000
- Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *Academy of Management Perspectives, 19*, 120-134.
- Day, D. V. (2000). Leadership development. *Leadership Quarterly, 11*(4), 581-613. doi:10.1016/S1048-9843(00)00061-8
- DeRue, D. S., & Wellman, N. (2009). Developing Leaders via Experience: The Role of Developmental Challenge, Learning Orientation, and Feedback Availability. *Journal of Applied Psychology, 94*(4), 859-875. doi:10.1037/a0015317
- Douglas, C. A., & Center for Creative Leadership. (2003). Key events and lessons for managers in a diverse workforce: A report on research and findings. Greensboro, NC: Center for Creative Leadership.
- Duree, C. A. (2007). The challenges of the community college presidency in the new millennium: Pathways, preparation, competencies, and leadership programs needed to survive. Des Moines, IA: Unpublished doctoral dissertation, Iowa State University.
- Goldsmith, M., & Reiter, M. (2007). What got you here won't get you there: How successful people become even more successful. New York, NY: Hyperion.
- Hassan, A. M., Dellow, D. A., & Jackson, R. J. (2009). The AACCC Leadership Competencies: Parallel Views from the Top. *Community College Journal of Research and Practice, 34*, 1-2. doi:10.1080/10668920903388172
- Hogan, R., & Kaiser, R. B. (2005). What We Know About Leadership. *Review of General Psychology, 9*, 169-180. doi:10.1037/1089-2680.9.2.169

REFERENCES

McCall, M. W., Lombardo, M. M., & Morrison, A. M. (1988). *The lessons of experience: How successful executives develop on the job*. Lexington, MA: Lexington Books.

McCauley, C. D., Moxley, R. S., & Van Velsor, E. (1999). *The Handbook for Leadership Development*. *Human Resource Development Quarterly*, (2).
doi:10.1002/hrdq.3920100308

Morrison, A. M., White, R. P., Van, V. E., & Center for Creative Leadership. (1987). *Breaking the glass ceiling: Can women reach the top of America's largest corporations?*. Reading, MA: Addison-Wesley Pub. Co.

Sherman, R; Dobbins, D; Tibbetts, J; Crocker, J; Dlott, M. (2002). *Management Competencies Assessment Instrument; A publication of building professional development partnerships for adult educators project PRO-NET 2000*. ERIC

Venkataramani, V., Green, S. G., & Schleicher, D. J. (2010). Well-Connected Leaders: The Impact of Leaders' Social Network Ties on LMX and Members' Work Attitudes. *Journal of Applied Psychology*, 95(6), 1071-1084. doi:10.1037/a0020214

Wiessner, C. A., & Sullivan, L. G. (2007). *New Learning: Constructing Knowledge in Leadership Training Programs*. *Community College Review*, 35(2), 88-112.
doi:10.1177/0091552107306414

PUBLICATIONS AND ARTICLES FROM NETWORK BOARD MEMBERS

Brody, R. & Nair, M. (2014). *Effectively Managing and Leading Human Service Organizations*, 4th ed. Thousand Oaks, CA: Sage

Edwards, R., & Yankey, T. (1991). *Skills for Effective Human Services Management*. Silver Springs, MD: NASW Press.

Friedman, B.D. (2006). Response to Felice Perlmutter: Ensuring Social Work Administration, *Administration in Social Work*. Vol. 30(3), pg. 1- 4.

Friedman, B.D. (2008). Where Have All The Social Work Managers Gone?. Leon H. Ginsberg (ed.) *Management and Leadership in Social Work Practice and Education*. Alexandria, VA: Council on Social Work Education, Inc.

Germak, A.J. & Singh, K.K. (2010). Social Entrepreneurship: Changing the Way Social Workers Do Business. *Administration in Social Work*. 34 (1) p 78-95.

Ginsberg, Leon H. (ed.) (2008). *Management and Leadership in Social Work Practice and Education*. Alexandria, VA: CSWE Press.

Kadushin, Alfred (1992). *Supervision in Social Work*. New York: Columbia.

Kadushin, Alfred (1968). Games People Play in Supervision. *Social Work*, July. Pg 23 – 32.

Kettner, P.M., Moroney, R.M., & Martin, L.L. (1999). *Designing and Managing Programs: An Effectiveness-Based Approach*. Thousand Oaks, CA: Sage.

Lewis, J., Lewis, M., Packard, T., & Federico, S. (2001). *Management of Human Services Programs*, (3rd ed.). Belmont, CA: Wadsworth.

Martin, L.L. (2001). *Financial Management for Human Services Administrators*. Boston: Allyn & Bacon.

Martin, L.L. & Kettner, P.M. (2010). *Measuring the Performance of Human Service Programs*, 2nd ed. Thousand Oaks, CA: Sage Publishing, Inc.

Rothman, J., Erlich, J.L., Tropman, J.E. (2008). *Strategies of Community Intervention*, 7th ed. Peosta, Iowa: Eddie Bowers Publishing, Inc.

Tropman, J.E. (2014). *Effective Meetings Improving Group Decision Making*, 3rd ed. Los Angeles, CA: Sage.

Tropman, John E. (2006). *Supervision and Management in Nonprofits and Human Services*. Peosta, Iowa: Eddie Bowers Publishing Co., Inc.

Tropman, J.E.; Johnson, H.R. & Tropman, E.J. (1992). *Committee Management in Human Services: Running Effective Meetings, Committees, and Boards*, 2nd ed. Chicago, IL: Nelson-Hall Publishers.



ASSESSMENT CHECKLIST

Now that you have read about the competencies, **assess where you stack up**. This will be helpful in gauging where to improve your skills. If you are staff, this is a great tool to evaluate your staff.

Rate your degree of experience for each NSWMC Competency and their performance indicators (PI) and provide an example to illustrate your rating.



KNOWLEDGEABLE

Exposed to the (PI) through education/training/observation



SKILLED

Operational experience with PI at team/unit level.



MASTERED

Operational experience with PI at the organization level.

Start Assessing Your Skills On the Next Page

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: EXECUTIVE LEADERSHIP

1. *Competency: Establishes, promotes, and anchors the vision, philosophy, goals, objectives, and values of the organization*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

1.1 Creates, communicates, and anchors a vision for the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

1.2 Works to ensure that all programs align with the overall organizational mission.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

1.3 Reviews the mission periodically to determine its relevance to client and community needs.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

1.4 Works closely with management staff to establish benchmarks to show alignment with vision, mission, philosophy, and goals.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

1.5 Identifies potential organizational drift from vision, mission, philosophy, and goals.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

1.6 Demonstrates the manner in which the vision, philosophy, and values are applied in making organizational decisions.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

2. *Competency: Possesses interpersonal skills that support the viability and positive functioning of the organization*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

2.1 Establishes and maintains an organizational culture that recognizes and rewards professionalism, quality customer service, employee engagement and empowerment, and programs and services that further social justice.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

2.2 Inspires the workforce to move beyond cynicism and complacency, and perform and produce in a superior manner.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: EXECUTIVE LEADERSHIP (CON'T)

- 2.3 Demonstrates the ability to assume different leadership styles as appropriate to the situation.
- 2.4 Possesses strong skills in emotional intelligence, self-awareness, self-mastery, etc.
- 2.5 Is able to find common ground with others and form positive relationships easily.
- 2.6 Is able to inspire confidence in others, both internally and externally.
- 2.7 Demonstrates commitment to the work of the agency.
- 2.8 Demonstrates and communicates deep knowledge about the work of the agency, using current performance data to discuss successes and challenges.
- 2.9 Recognizes the value of optimizing the human potential of staff and ensures that the organization develops healthy and productive practices that develop staff in all ways.
- 2.10 Demonstrates the ability to assemble a leadership team of individuals whose skills and abilities supplement one's own and to be a "team player."

1 2 3 EXAMPLE

NSWM COMPETENCY

DOMAIN: EXECUTIVE LEADERSHIP

3. *Competency: Possesses analytical and critical thinking skills that promote organizational growth*

3.1 Demonstrates a working knowledge of budget and finance, human resources, communication and marketing, applications of information technology, fundraising, and external relations; and an understanding or “feel” for the core work of the organization.

3.2 Demonstrates an entrepreneurial spirit and attitude.

3.3 Makes creative use of agency resources to serve the needs of diverse clients.

3.4 Understands and makes use of historical and current data to inform decision-making about the agency.

3.5 Demonstrates strong skills in turning around dysfunctional organizations.

3.6 Demonstrates strong critical thinking and problem solving skills.

3.7 Manages ambiguous and complex organizational situations.

3.8 Monitors economic and political trends, shifts in trends, values, and more.

3.9 Displays keen skills in strategic thinking.

3.10 Conceptualizes innovative partnerships to maximize agency resources.

SELF ASSESSMENT

1 2 3 EXAMPLE

SUPERVISOR ASSESSMENT

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: EXECUTIVE LEADERSHIP

4. *Competency: Models appropriate professional behavior and encourages other staff members to act in a professional manner*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

4.1 Engages in and promotes ethical conduct.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

4.2 Protects the integrity and reputation of the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

4.3 Creates and supports an organizational culture that values professionalism, service, and ethical conduct.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

4.4 Encourages staff to become involved in the identification and planning of their own professional development.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

4.5 Displays the ability to carry on effectively in the face of adversity, ambiguity, uncertainty, and anxiety.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

4.6 Encourages staff to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback (e.g., peer coaching and mentoring).

1 2 3 EXAMPLE

1 2 3 EXAMPLE

4.7 Demonstrates the ability not to be “consumed” by executive responsibilities and helps others to achieve the balance and maintain a sense of humor and perspective.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

5. *Competency: Manages diversity and cross-cultural understanding*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

5.1 Publicly acknowledges the diversity of the staff and clients and creates a climate that celebrates the differences.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

5.2 Provides opportunities for staff to learn about different groups to enhance their practice, and encourages open discussion about issues to promote sensitivity.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: EXECUTIVE LEADERSHIP

5.3 Seeks to employ a diverse workforce to align with clients served by the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

5.4 Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

5.5 Invites different perspectives to all client-related and management discussions within the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

5.6 Encourages and allows opportunities for staff to confer and present issues and problems affecting program-related services.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

5.7 Takes steps necessary to assure that all services provided by the organization are culturally competent.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

6. *Competency: Develops and manages both internal and external stakeholder relationships*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

6.1 Consistently and effectively motivates governance body members, employees, volunteers, clients, and other key constituencies to work toward achieving the organizational mission.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

6.2 Communicates effectively to multiple constituencies, through various means and media, the mission, vision, and values of the organization along with organizational programs, policies, and performance so as to promote organizational transparency and enhance support and understanding from internal and external constituencies.

NSWM COMPETENCY

DOMAIN: EXECUTIVE LEADERSHIP

- 6.3 Plans, thinks, and acts strategically in concert with key stakeholders to position, evolve, and change the organization to assure success in the current and future environments.
- 6.4 Successfully advocates at the national, state, and local levels for the organization, its clients, and for issues promoting social justice for vulnerable populations.
- 7. *Competency: Initiates and facilitates innovative change processes*
 - 7.1 Remains current on trends and identifies shifts that require an innovative response.
 - 7.2 Presents innovations to appropriate decision-makers and stakeholders and makes decisions that are aligned with their feedback.
 - 7.3 Assists staff with implementing positive change and supports risk taking.
 - 7.4 Supports innovative practices to improve program-related issues and services.
- 8. *Competency: Advocates for public policy change and social justice at national, state, and local levels*
 - 8.1 Strategically disseminates information about unmet needs and program accomplishments.
 - 8.2 Participates in professional organizations and industry groups that advocate for client social justice, equity, and fairness.

SELF ASSESSMENT

1 2 3 EXAMPLE

SUPERVISOR ASSESSMENT

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: EXECUTIVE LEADERSHIP

8.3 Engages and encourages staff and client/customers to be active advocates for social justice issues.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

8.4 When appropriate and in line with organizational mission, promotes their organization as a well-recognized advocate on public policy topics.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

8.5 Challenges broad regulatory expectations and advocates for efficient and well-tailored policies with potential to impact clients' welfare.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

8.6 Advocates for an organizational culture that recognizes and rewards professionalism; quality customer service; employee engagement and empowerment, programs, and policies that further social justice; and efforts to achieve diversity in customers, employees and ideas.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

9. *Competency: Demonstrates effective interpersonal and communication skills*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

9.1 Is able to articulate the mission and vision of the organization both orally and in writing to staff of the agency.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

9.2 Is able to articulate the mission and vision of the agency to those outside the agency to ensure understanding of the work of the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

9.3 Ensures that all written and oral communication in the agency is carefully planned and articulated so that it is clear in its message and sensitive to the various audiences that receive it.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

DOMAIN: EXECUTIVE LEADERSHIP

9.4 Manages communication in conflict and crisis situations in a competent and sensitive manner.

9.5 Engages in emotionally intelligent communications with all stakeholders.

10. Competency: Encourages active involvement of all staff and stakeholders in decision-making processes

10.1 Provides opportunities for internal and external stakeholders to give feedback before significant program changes are implemented.

10.2 Shows evidence of stakeholder buy-in through such means as meetings of representative groups, and program surveys to the community.

10.3 Delegates authority and decision-making to appropriate entities and supports their decisions.

10.4 Uses collaborative teams and other strategies to identify outcomes, design programs, share intervention strategies, conduct assessments, analyze results, and adjust intervention processes.

10.5 Encourages consumers and under-represented stakeholders to actively participate in decision-making processes.

10.6 Displays the ability to work with people and institutions to achieve creative compromises and “win-win” solutions.

SELF ASSESSMENT

1 2 3 EXAMPLE

SUPERVISOR ASSESSMENT

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: EXECUTIVE LEADERSHIP

11. Competency: Plans, promotes, and models life-long learning practices

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.1 Positions the organization as a “learning organization,” providing ongoing opportunities for all staff to receive professional development to assure quality service delivery.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.2 Ensures that the organization offers competent and regular supervision to staff at all levels of the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.3 Assumes a mentorship role for less experienced managers.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.4 Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.5 Engages in a variety of activities to foster the manager’s own learning, such as participating in collegial networking and subscribing to journals and listservs.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.6 Whenever possible, offers staff an opportunity to learn from experts, as well as make presentations themselves, at outside conferences and meetings.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.7 Whenever possible, allows staff to take classes or work on advanced degrees, with the support of the agency. If agency funds are not available, flexibility in scheduling or other non-monetary support should be offered to support learning.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

11.8 Demonstrates self-confidence in leading the organization, capitalizing on his/her own strengths and compensating for his/her own limitations.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: RESOURCE MANAGEMENT

12. Competency: Effectively manages human resources

1 2 3 EXAMPLE

1 2 3 EXAMPLE

12.1 Designs and manages the workplace to ensure a positive and supportive culture and climate for staff and clients.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

12.2 Designs and manages employee relations policies and practices that are fair, adhere to law, and are implemented in a consistent manner.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

12.3 Supervises recruitment, hiring, training, performance assessment, and promotion/termination based on established criteria.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

12.4 Creates, maintains, and fosters a discrimination- and harassment-free work environment for employees, clients, and the general public.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

12.5 Successfully recruits and retains a diversity of employees to reflect the communities and constituencies served by the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

12.6 In settings with Civil Service and Unions, works within existing systems to ensure that the most qualified employees are selected to carry out agency responsibilities.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

13. Competency: Effectively manages and oversees the budget and other financial resources to support the organization's/program's mission and goals and to foster continuous program improvement and accountability

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: RESOURCE MANAGEMENT

- 13.1 Manages utilization of resources to ensure that they are in line with the organization’s mission and goals.
- 13.2 Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year.
- 13.3 Monitors revenue and expenditures at regular intervals to ensure that budget assumptions are consistent with anticipated income and expenses.
- 13.4 Ensures that financial activities are consistent with organizational policies and are sufficiently documented for audit.
- 13.5 Oversees equitable allocation of funds based on such indicators as visits, outcomes, and historical precedent.
- 13.6 Monitors expenditures to ensure that operating units have sufficient resources to offer quality services, using dashboards and other visual tools to link expenditures to outcomes.
- 14. *Competency: Establishes and maintains a system of internal controls to ensure transparency, protection, and accountability for the use of organizational resources*
- 14.1 Prepares and manages organizational budgets in a manner that maximizes utilization of available funds for client service and complies with requirements of funders.
- 14.2 Develops and implements a system of internal controls that adequately safeguards the resources of the organization.

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: RESOURCE MANAGEMENT

14.3 Demonstrates effective actions to protect the organization and its employees from liability by both managing and ensuring risks incurred within the scope of discharging established responsibilities.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

14.4 Assures the maintenance of financial records that comply with generally accepted accounting standards.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

14.5 Assures the appropriate safety, maintenance, protection, and utilization of other organizational resources, such as facilities and equipment.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

14.6 Helps design and manage a process of succession planning to assure the organizational continuity of executive, professional, and service leadership.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

14.7 Establishes strong systems of accountability for revenues received from various sources.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

15. Competency: Manages all aspects of information technology

1 2 3 EXAMPLE

1 2 3 EXAMPLE

15.1 Identifies and utilizes technology resources to enhance the organization's processes.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

15.2 Uses resources to promote the effective use of technology for clients and staff.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

15.3 Remains current with developments in technology and upgrades the organization accordingly.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

15.4 Encourages adaptation of technology for service tracking and for other purposes that enhance efficiency and quality.

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: STRATEGIC MANAGEMENT

16. *Fundraising Competency: Identifies and applies for new and recurring funding while ensuring accountability with existing funding systems*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

16.1 Creates a culture of philanthropy that engages the organization's governing body, employees, volunteers, and actual and potential donors.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

16.2 Works closely with public and private funding sources to ensure positive relations and confidence in the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

16.3 Develops and implements a successful fundraising plan which includes a diverse funding mix and utilizes a strong marketing focus.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

16.4 Establishes strong systems of stewardship with donors/funders.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

16.5 Seeks partnerships with other programs funded under federal/state/local authorities and other interest groups.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

16.6 Maintains active awareness of and pursues potential grant and funding sources in local, regional, or national community.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

16.7 Demonstrates innovative approaches to resource development at all levels of the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: STRATEGIC MANAGEMENT

17. *Marketing and Public Relations: Engages in proactive communication about the agency's products and services*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

17.1 Consistently establishes and maintains positive external relationships with key organizational constituencies such as the media, public governance bodies, actual and potential donors, the business community, professional and service organizations, and the public at large.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

17.2 Builds and conveys to multiple constituencies an organizational brand that reflects competence, integrity, and superior client/customer and community service.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

17.3 Develops and implements a successful marketing plan that dovetails with the fundraising activities of the organization.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

17.4 Ensures that the work of the agency is featured in various public relations venues to build and maintain visibility, access, and credibility and to ensure maximum usage of program resources.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

17.5 Develops clear guidelines for managing interactions with the press to ensure client confidentiality and accurate representation of agency performance.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

17.6 Maximizes the use of electronic media to communicate the work of the organization and deepens the public's understanding of the mission.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: STRATEGIC MANAGEMENT

18. Competency: Designs and develops effective programs

1 2 3 EXAMPLE

1 2 3 EXAMPLE

18.1 Guides program staff in designing and implementing interventions consistent with the mission of the organization that respect all types of clients from diverse circumstances.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

18.2 Supports and assists staff in planning evidence-based programs, based on performance standards, assessments, client data, research on effective practice, community and user needs, demographics, resources, and economic and technological trends.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

18.3 Develops and enforces procedures for collecting, reporting, and analyzing data to measure program quality and achievement of defined outcomes.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

19. Competency: Manages risk and legal affairs

1 2 3 EXAMPLE

1 2 3 EXAMPLE

19.1 Protects the agency from undue risk by ensuring that appropriate policies and procedures exist in all areas of operation.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

19.2 Establishes systems for monitoring all areas of the organization where there may be potential risk (e.g., client services, record keeping, accounting, purchasing).

1 2 3 EXAMPLE

1 2 3 EXAMPLE

19.3 Ensures adherence to all laws, regulations, contracts, and legal agreements.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: STRATEGIC MANAGEMENT

20. Competency: Ensures strategic planning

20.1 Understands the organization's relationship to its environment, the emerging internal and external forces affecting the organization, and the ability to position the organization within that environment for future and current success.

20.2 Directs staff effectively in identifying areas of future growth and development in all areas of agency operations to be used in a strategic planning process.

20.3 Demonstrates competence in the ability to orchestrate and support an inclusive and organization-wide strategic planning process designed to position the organization for success in achieving its mission in the mid- and long-term future.

20.4 Constructs or directs the construction of an adequate business plan that details the pathway, timelines, and accountability for the accomplishment of identified strategic objectives.

1 2 3 EXAMPLE

NSWM COMPETENCY

SELF ASSESSMENT

SUPERVISOR ASSESSMENT

DOMAIN: COMMUNITY COLLABORATION

21. *Competency: Builds relationships with complementary agencies, institutions, and community groups to enhance the delivery of services*

1 2 3 EXAMPLE

1 2 3 EXAMPLE

21.1 Establishes partnerships and alliances with businesses, institutions of higher learning, local educational agencies, child care centers, health and human services, employment and job training centers, boards, and other agencies to assess needs, enhance program resources, and improve services to service users.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

21.2 Collaborates with other health and human services organizations to better serve clients in ways that work toward the enhancement of client well-being and the achievement of the organizational mission.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

21.3 Identifies opportunities for partnerships, acquisitions and mergers, where applicable, that promote the achievement of the organizational mission and the well-being of clients served.

1 2 3 EXAMPLE

1 2 3 EXAMPLE

21.4 Effectively manages policy advocacy coalitions dedicated to issues of social justice and client well-being.

1 2 3 EXAMPLE

1 2 3 EXAMPLE



ASSESSING YOUR RATINGS AND NEXT STEPS

Once the social work or human services manager has completed the self-assessment he/she should review the areas by rating. As noted earlier in this material, many of the leadership competencies referenced in the assessment tool refer to performance indicators that are more likely to be expected in seasoned professionals. Here's what you can expect in your ratings and what that means:

- New management professionals are likely to have less experience in these areas and therefore rate themselves as a (1) or (2).
- As experience grows, those completing the assessment are likely to score in the (2) range.
- The most seasoned leaders are more likely to score (3).

The next step for those completing the self-assessment is to develop his/her own development plan to be used as a blueprint for improving their skills in management and leadership. Generally, less experienced managers may want to seek out more formal education through graduate or continuing education courses in the specific areas where skill improvement is needed. Often these are technical skill areas such as finance, human resources management and technology. It is also essential for new managers to attend conferences related to their work and identify workshops and lectures that focus on management issues. They should take advantage of any opportunity that will make them feel more comfortable and skilled with their work.

Managers rating themselves at the (2) level may also need some of this coursework but would also benefit from specific training in management as strong interpersonal skills begin to become more important as professionals move up in an organization. Graduate courses in organizational management are offered in most large universities and through training institutes and webinars which are offered by institutions and organizations, like the Network for Social Work Management, and of various other kinds. At this level, networking becomes extremely necessary as managers begin to grow their professional relationships and develop a cadre of colleagues with whom they can share challenges and successes.

The work of leaders scoring themselves with (3)s is more interpersonal than technical and it requires strong social and emotional skills. Although there are courses available to assist with honing these skills it is more likely that executive coaching and mentoring will be more beneficial to senior level managers/leaders. Awareness of emotional intelligence and self-reflection are key to ensuring a high level of functioning in all of these domains. Completing a 360 evaluation can be helpful for these managers to help them to identify areas in need of development.

The key to improved management competency is to combine soft and hard skill development. Most importantly, all leaders have to be willing to examine their own performance and behavior to create a plan that will maximize their effectiveness.