

## **Professional Development Portfolio**

*for managers and supervisors in the field of family support*

The core competencies in the field of family support describe the knowledge, skills, and attitudes you need to be successful in your work supporting families. The core competencies for supervisors and managers in the field of family support describe the additional knowledge, skills and attitudes that you need in your role as a supervisor of other family support professionals and manager of a family resource and support program. Depending on the structure of your organization, you may not use all of the core competencies in your current job, but they are all relevant for your professional development as a manager and supervisor in the field.

## **Using your Portfolio**

This Professional Development Portfolio is designed to help you keep track of your training and professional development experiences that relate to the core competencies.

You may choose to maintain a portfolio for your training in direct service core competencies and one for your professional development as a manager and supervisor. Your supervisor or lead agency may ask to see your portfolio when you meet to talk about your professional development. You may also find this portfolio useful if you are applying for a new job and want to demonstrate what you have done to advance your professional development. Most importantly, the portfolio and core competencies are designed to help you look at the big picture of your professional development. Are there areas you never seem to get training in? Are there other areas you gravitate towards? You can use the core competencies as a tool to help you organize your professional development, whether you want to focus on a particular area or broaden your horizons.

## **Contents of your Portfolio**

There is a tab for each of the core competency areas. Behind each tab you will find a detailed description of the attitudes, skills, and knowledge required of a family support supervisor or manager within that competency area. This sheet lists some examples of continued learning that would increase your competency in each area. These are just examples – many other training opportunities will also related to each core competency.

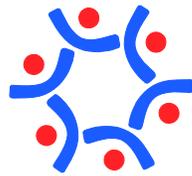
You will also see a “Professional Development Log” behind each tab, where you can record the trainings you attend that enhance your knowledge, skills, and attitudes in that area. When you receive a certificate for completing a training, you can add the certificate to your portfolio behind the core competency area it relates to. If you do not receive a certificate, you can still enter the training in your log, and perhaps save other materials from the training (such as a brochure describing a conference, or handouts you received) in your portfolio.

Of course, some trainings will relate to more than one of the core competency areas. You may wish to record a training on your log for each of the relevant areas and make a note about where you have filed the certificate or other information from that training.

## **Using the Core Competencies in Supervision**

As a supervisor, you may wish to encourage or require direct service staff in your program to maintain professional development portfolios. The portfolio and the core competencies are useful tools for talking with an individual staff member about professional development, determining the qualifications of job applicants, or planning training opportunities for your staff. You might want to use the core competencies to set training goals, whether for new staff or for more experienced staff.





## Manager Competency Area 1

# Best Practices in the Field of Family Support

- Familiarity with the continuum of family support services and best practices in the field, including frequency and intensity of service delivery, caseload guidelines, and supervision needs of family support workers
- Up-to-date knowledge about evidence-based programs and curricula in family support
- Competency in the family support worker competency areas
- Empowerment approach to work with families as well as to management of family support services and staff

**Continued learning** might include continued learning within any of the family support worker competency areas; training in family support for managers; or networking with other managers to stay up-to-date with advances in the field.



## Manager Competency Area 2

# Program Planning, Monitoring, and Evaluation

- Program theory, use of logic models, and theories of change relevant to family support
- Types of evaluation and their applications, including
  - Needs assessment for program design
  - Implementation (or process) evaluation to monitor program delivery and consistency
  - Impact evaluation to measure program effects
- Key assessment and evaluation tools in the field of parenting education and family support
- Use of databases (and management information systems, where relevant) to track program participation and record outcome measurements
- Data analysis and use of evaluation results for continual program improvement
- Strategic planning

**Continued learning** might include training in specific evaluation tools and techniques; management information systems; long-range planning; or resources for program planning and evaluation.



## Manager Competency Area 3

# Marketing and Outreach

- Effective methods to attract and keep parents and families involved in programs
- Tools and techniques for reaching out to underserved groups in the population
- Efficient use of available funds to reach the largest possible audience
- Strategies for partnering with other agencies and community groups to reach more families
- Strategies to ensure that a consistent marketing strategy is used by all representatives of the organization or program

**Continued learning** might include workshops on newsletters and other marketing tools; basic marketing skills; or strategies specific to family support marketing.



## Manager Competency Area 4

# Fund Development

- Grant writing and reporting back to funders
- Knowledge of potential and usual funders for family support programs
- Awareness of potential opportunities to merge with other programs to maximize resources
- Prioritization of projects and needs
- Developing and maintaining relationships with donors and funders, including development of board members as donors and as leads to potential donors
- Methods of developing public/private partnerships
- Monitoring of changes in public policy that may affect state funding levels or create new opportunities

**Continued learning** might include grant writing; strategic budget planning; networking and “friendraising”; major gift fundraising; planned giving; endowment development; or donor prospecting.



## Manager Competency Area 5

# Budget Management

- Knowledge of basic accounting principles and techniques
- Realistic budgeting for programs and services
- Use of budget monitoring information to adjust plans and programming as needed
- Budgeting to meet grant requirements from multiple funders

**Continued learning** might include refresher courses in accounting techniques; training on new technology and software for budget management; or non-profit accounting techniques for reporting back to funders.

## Manager Competency Area 6

### Personnel

- Administrative issues in hiring and evaluating staff
- Benefits, policies, and relevant state and national laws
- Recruitment, candidate assessment, and staff selection
- Ongoing reflective supervision and professional development of staff members
- Conflict resolution and strong listening and communicating skills
- Group facilitation
- Plan for crisis support to staff
- Awareness of staff members' needs for professional development and resources to help meet those needs

**Continued learning** might include reflective supervision training; empowerment approach to personnel management; or group facilitation and leadership training.



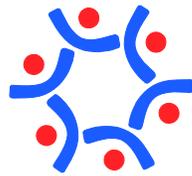
## Manager Competency Area 7

# Community Advocacy and Collaboration

- Recognition of need for consultation and collaboration with families and with social service, mental health, law enforcement, and domestic violence intervention agencies
- Strategies for involving school and agency administrators, business leaders and community groups in family support and parenting education initiatives
- Strategies for developing partnerships with other family-serving agencies in the community, such as family health clinics and faith-based organizations
- Advocacy related to community issues that affect families' well-being
- Using partnerships to develop services in response to unmet needs and reduce unnecessary duplication of services

**Continued learning** might include cooperative versus collaborative relationships; or use of Memoranda of Understanding and Memoranda of Agreement to consult with other professionals about families' challenges.





## Manager Competency Area 8

# Public Policy Advocacy and Involvement

- Awareness of public policy initiatives that may affect children and families at the local, regional, state, and national levels
- Knowledge of key decision-makers and where they stand on issues relevant to children and families
- Participation in the public policy process as necessary and appropriate
- Strategies for educating public officials and policy-makers about the needs and concerns of children and families

**Continued learning** might include child and family advocacy training; or principles of social marketing to influence policy-makers and the general public.





## Glossary

### **Advanced Worker**

An individual who

1. has had extensive practical training related to a particular topic,
2. demonstrates flexibility and is able to deal with unique challenges in a topic area, and/or
3. is able to teach colleagues, whether formally or informally, about a topic

### **Competent**

Adequately qualified for a given task or job

### **Core Competencies**

A set of knowledge, skills, and attitudes that individuals need to be successful in a field of work or type of job

### **Family Support Professional**

An individual who works with families and supports them in achieving their goals

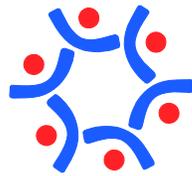
- We use this term primarily to refer to parent educators, home visitors, and staff of family resource and support programs. However, other professionals who work with families and children may find that the core competencies of family support professionals are relevant to their work—and are welcome to use this portfolio to track their professional development.

### **Professional Development**

The process of becoming more competent in a field of work

- Professional development often occurs formally through conferences, seminars, and courses. It also happens informally through work experience, supervision, networking, and reflection.





# Core Competencies and Professional Development in the Field of Family Support

## Project Background

The core competencies and professional development project is a collaboration between Child Abuse and Neglect Prevention Board and several other Wisconsin agencies with an interest in parent education, family support, and the prevention of child abuse and neglect. The goals of the project are:

- To ensure high-quality family support services for families in Wisconsin,
- To increase recognition of the professional experience, training, and education that parent educators, home visitors, and other family support professionals bring to their work, and
- To encourage high standards for quality training for professionals who work with families.

The Child Abuse and Neglect Prevention Board convened an Advisory Committee to work on core competencies and professional development in 2003, and contracted with Cailin O'Connor to research existing systems of professional recognition in family support, develop a plan for Wisconsin, and draft the core competencies.

The development of the core competencies was partially funded by the Early Childhood Comprehensive Systems grant through the Department of Health and Family Services. The Child Abuse Prevention Fund of Children's Hospital and Health System supported the printing and distribution of these professional development portfolios.

## Research Base and Acknowledgements

The core competencies were developed through a process of research on systems being used in other states, a survey of family support professionals in Wisconsin, and discussion with workers, supervisors, and managers in a variety of programs around the state. More details of this research are available on the Child Abuse and Neglect Prevention Board website at <http://preventionboard.wi.gov>.

The development of the core competencies relied heavily on experience and models from other states, especially the "Core Knowledge, Attitudes, and Skills for Parent Educators" developed by the University of North Texas Center on Parent Education. In addition, family support professionals around the state of Wisconsin gave their input to help tailor the core competencies to reflect their professional development needs, concerns, and strengths.

