

Alaskan Core Competencies

Skill Building Plan



Agency Name _____ Employee Name _____
Job Title _____ Program or Department _____
Supervisor _____ Plan Period: From ___ / ___ / ___ To ___ / ___ / ___

Version 1.0
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Instructions

Direct care workers providing health and social services should have the basic skills that have been identified as the *Alaskan Core Competencies*. Working together with their supervisors, direct care workers can select skills that they need to improve and create a plan to strengthen those skills. This form, which is called the *Skill Building Plan*, is to be used to document the steps that will be taken to improve the worker's competencies. If possible, such a plan would be developed for every worker each year.

Here are the specific steps for completing this form: **Step 1:** The worker and supervisor should agree on the specific *Alaskan Core Competencies* or other skills to be developed. These will be called the "Learning Needs". There will likely be more than one. (The competencies are listed on the last page of this form for easy reference). **Step 2:** The supervisor and the worker should create a specific "Learning Plan" to improve the worker's skill on the selected competencies. The plan might include training, additional supervision, mentoring, or observing another employee. Other activities are also possible. Key dates, such as when the plan will start and be completed, should be determined. **Step 3:** The supervisor and worker write the Learning Needs, Learning Plans, and Key Dates on this form. It is then signed and placed in the worker's personnel file. **Step 4:** The supervisor and worker share responsibility for implementing this *Skill Building Plan* and reviewing progress on the plan a number of times each year. Once it is completed they discuss whether the plan was successful, document the outcomes in the last section of the form, sign below that section, and return the form to the worker's personnel file. **Step 5:** The supervisor and worker can then use what they learned from this experience to help create a new *Skill Building Plan*.

Learning Needs, Plans, and Key Dates

Learning Need #1 <i>(What Alaskan Core Competency or other skill needs to be developed or improved?):</i>
Learning Plan #1 <i>(What activity will occur to help the worker develop or improve this skill?):</i>
Key Dates #1 <i>(What is the start date, expected completion date, actual completion date?):</i> Start date: ___/___/___ Expected completion date: ___/___/___ Actual completion date ___/___/___

Learning Need #2 <i>(What Alaskan Core Competency or other skill needs to be developed or improved?):</i>
Learning Plan #2 <i>(What activity will occur to help the worker develop or improve this skill?):</i>
Key Dates #2 <i>(What is the start date, expected completion date, actual completion date?):</i> Start date: ___/___/___ Expected completion date: ___/___/___ Actual completion date ___/___/___

Learning Need #3 <i>(What Alaskan Core Competency or other skill needs to be developed or improved?):</i>
Learning Plan #3 <i>(What activity will occur to help the worker develop or improve this skill?):</i>
Key Dates #3 <i>(What is the start date, expected completion date, actual completion date?):</i> Start date: ___/___/___ Expected completion date: ___/___/___ Actual completion date ___/___/___

Signatures *(after developing the initial plan):*

	Signature	Date
Employee		
Supervisor		

Final Outcomes

After the Skill Building Plan is implemented and completed, describe the outcomes (e.g., activities completed, progress in developing or improving competencies, learning needs that remain):

Learning Need #1

Learning Need #2

Learning Need #3

Signatures *(after implementation and completion of the plan):*

	Signature	Date
Employee		
Supervisor		

The Alaskan Core Competencies

1: Working with Others

- A. Listens effectively
- B. Communicates effectively
- C. Builds positive relationships
- D. Collaborates
- E. Maintains appropriate boundaries

2: Assessing Strengths and Needs

- A. Gathers and summarizes information
- B. Assists in identifying personal values, goals and priorities
- C. Identifies strengths and resources
- D. Identifies problems, deficits, and stressors
- E. Detects warning signs
- F. Communicates results clearly
- G. Reassesses routinely

3: Planning Services

- A. Identifies recommended goals and services
- B. Supports individual and family member decision-making in developing a plan of care
- C. Assists individuals in developing personal plans

4: Providing Services

- A. Implements and coordinates the plan of care
- B. Conducts outreach and engagement
- C. Maintains safety
- D. Creates a therapeutic learning environment
- E. Provides emotional support
- F. Provides physical support
- G. Teaches and trains
- H. Supports problem solving and conflict resolution
- I. Prevents and intervenes in crises
- J. Organizes and conducts group activities
- K. Promotes health and wellness

5: Linking to Resources

- A. Identifies recommended resources
- B. Supports individual and family decision-making in selecting resources
- C. Connects individuals and families to community resources

6: Advocating

- A. Advocates on half of the individual and family
- B. Supports self-advocacy

7: Individualizing Care

- A. Assesses the influence of key individual, family, and community characteristics
- B. Tailors services to unique individual, family, and community characteristics
- C. Modifies plans and services based on individual and family experience

8: Documenting

- A. Completes required documentation
- B. Balances privacy with documentation requirements

9: Behaving Professionally and Ethically

- A. Fulfills responsibilities and commitments
- B. Complies with laws, regulations, policies, and ethical codes
- C. Seeks supervision and consultation
- D. Manages stress and maintains personal health

10: Developing Professionally

- A. Seeks opportunities to improve knowledge, skills, and abilities
- B. Uses performance evaluations and feedback to improve performance