

Assessment Tools

for the
Alaskan Core Competencies



*A Project of Alaska's Committee on
Workforce Competency*

Version 1.0
January 2011

Developed through a Collaboration of
The Alaska Mental Health Trust Authority • The State of Alaska Department of Health and Social Services
The University of Alaska • The Western Interstate Commission for Higher Education
The Annapolis Coalition on the Behavioral Health Workforce

Electronic copies: Available for download at www.mhtrust.org (select “Focus Areas” and “Workforce Development”) or at www.annapoliscoalition.org (select “Alaskan Core Competencies”).

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To submit feedback: Go to www.annapoliscoalition.org and click on the link to the Alaskan Core Competencies. Your comments, questions, and recommendations for future revisions are encouraged.

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Introduction

Overview

There has been growing concern about the knowledge, skills, and abilities of direct care workers who deliver a large portion of all health and social services, yet often receive relatively little training, supervision, or support. A group of Alaskans focused on this issue have been working together to strengthen this sector of the workforce by building a range of tools that can be used to help train, supervise, mentor, and evaluate direct care workers.

The first step in this process was to develop the *Alaskan Core Competencies for Direct Care Workers in Health and Human Services*. Released in 2010, the report identifies 10 broad competency categories that contain a total of 42 individual competencies. Each competency is defined by clear behavioral descriptors.

This document contains a set of newly developed tools for assessing the competencies of direct care workers. A Collaborative Competency Building approach is described, emphasizing cooperation between direct care workers and their supervisors in using these tools to strengthen the workers' skills. Six assessment tools are provided to support this collaborative approach. These include: an Employee Self-Assessment; Skill Building Plan; Logbook; 360 Degree Feedback form; a Performance Review; and a Portfolio Guide.

The following paragraphs provide background on this competency initiative and an introduction to the assessment approach and assessment tools. The sections that follow the introduction contain the Collaborative Competency Building summary and each of the six assessment tools. This document, as well as the individual assessment tools, is available for download at www.annapoliscoalition.org (click on Core Competencies).

The Direct Care Workforce

The direct care workforce is the face of health and human service systems for millions of Americans and families dealing with mental health problems, substance use conditions, medical illnesses, developmental delays and disabilities, and social

stressors. Direct care workers are known by many names, including direct service worker, direct support worker, direct support professional, and paraprofessional, to name just a few. In terms of educational background they may have a high school diploma, GED, or a college certificate. With relatively little formal preparation and often without much supervision and support, they are routinely asked to provide care to individuals and families facing complex and serious problems.

Strengthening the Workforce through Competencies

There is increasing recognition of the critical role of direct care workers in health and human service systems. With this recognition has come greater understanding of the need to improve the training and preparation that individuals receive for these demanding jobs. The traditional approach to training has been to provide information, largely through didactic lectures. Research has shown that this has little effect on what workers actually "do". A much stronger approach involves identifying the competencies that workers must have to do their jobs effectively, helping workers build specific skills, and assessing their work to ensure that they truly have the capacity to perform the skills competently.

Project Partners and the Committee on Workforce Competency (CWC)

The Alaska Mental Health Trust Authority, in collaboration with the University of Alaska and the State of Alaska Department of Health and Social Services, sponsored this effort by creating the Committee on Workforce Competency (CWC). Known formerly as the Credentialing and Quality Standards Subcommittee, the membership of the CWC is a group of approximately 30 individuals who, as a whole, have expertise regarding the diverse health and social service sectors encompassed in this project. The CWC is responsible for guiding the work process and products, ensuring that the needs of direct care workforce, employers, Trust beneficiaries, and the state are addressed. The CWC, with broad stakeholder input, has been engaged in a multi-phased project to

build a set of core competencies tailored to Alaska's direct care workforce and to create a set of assessment tools for use by educators and employers in evaluating worker competency.

The Trust engaged two organizations to provide technical assistance and staffing to this initiative. The Western Interstate Commission for Higher Education, through its Mental Health Program, brings expertise on rural healthcare delivery and workforce development (www.wiche.edu/mentalhealth). The Annapolis Coalition on the Behavioral Health Workforce is recognized nationally for its role in workforce planning, policy development, and implementation of workforce best practices (www.annapoliscoalition.org).

A Cross-Sector Approach

Efforts to strengthen the workforce are almost always centered on a narrow service sector that is identified by its focus on persons with a specific illness, disability, or problem. However, the Alaskans who crafted the vision for this initiative believed that there was a common or core set of competencies shared by workers across multiple sectors. This assumption was tested and supported by assembling and comparing existing competency sets from diverse health and social service fields. The workforce sectors included in the development process were: long term care; developmental disabilities; addictions; adult mental health; infant and child mental health; peer support (in behavioral health); child development; traumatic brain injury; and community-based juvenile justice. The competencies are most relevant to work in office, community-based, home, and residential environments, with less relevance to hospital and locked correctional settings.

How the Competencies were Developed

The Alaskan Core Competencies were developed over a period of two years through a multi-step process. In essence, the Alaskan Core Competencies were created by distilling and integrating the shared competencies from nationally recognized competency sets developed for specific population or disability groups. These were further informed and modified by competencies crafted for practice in Alaska and by the expert opinion

of Alaskans who served as project raters. To view and download the Alaskan Core Competencies, please visit www.annapoliscoalition.org.

Understanding the Competencies

The Alaskan Core Competencies include a total of 10 broad **competency categories**; the categories are broken down into 42 **individual competencies**; and then each competency is defined by **behavioral descriptors**. In general, the Alaskan Core Competencies are *basic* competencies. Advanced competencies and/or specialty competencies that are unique to only one workforce sector are not covered by these competencies.

The competencies and their descriptors focus exclusively on the *skills* that workers need to be able to perform. While skills may require underlying *knowledge* and might be enhanced by the *attitudes* of the worker, the Alaskan Core Competencies are intentionally "skill oriented" in order force a sharp focus on the ultimate worker behaviors that are desired.

The behavioral descriptors in the competency model have three levels. **Satisfactory Performance** represents the minimum expected level of skill for an employed direct care worker. The **Excellent Performance** level describes exceptional performance in behavioral terms. The **Unsatisfactory Performance** level captures some of the most common sub-par, unacceptable, and even harmful behaviors that are often a focus of concern in performance reviews.

The majority of the Alaskan Core Competencies are relevant to places and settings outside of Alaska. There are, however, competencies that have special significance for providing care in Alaska and other rural and frontier sections of the country.

How to Use the Competencies

The Alaskan Core Competencies can be used in multiple ways to strengthen the direct care workforce, as outlined below:

- ▶ **Continuing education** - Service organizations, training providers, and state agencies can review the competencies to identify essential skills that

need further development with specific workers or the workforce as a whole. Continuing education can be tailored to address those learning needs.

- ▶ **A Guide for On-the-Job Learning** – The Alaskan Core Competencies can serve as a resource for crafting learning activities for direct care workers in order to build their skills. The behavioral descriptors can be used to instruct workers in desirable and undesirable behaviors for a specific task.
- ▶ **Updating existing training curricula** – Existing training materials and curricula can be reviewed to determine the extent to which they adequately cover the core competencies. The CWC released a simple tool in 2010 that can be used to “crosswalk” the Alaskan Core Competencies with the content of a specific curriculum.
- ▶ **Building new curricula** – Efforts to build any new training course or program can use the competencies as a foundation for curriculum planning.
- ▶ **Performance evaluations** – The competencies can be used as the basis of performance reviews for direct care workers. See the performance evaluation template in the assessment tools described in this document.

Background on the Assessment Tool Development Phase

The assessment tools included in this package were developed specifically for use with the Alaskan Core Competencies. The capacity to assess individual trainees and employees on these competencies is essential for professional development and personnel evaluations. Without practical methods of assessment, it is difficult to determine the capacity of employees to perform their duties.

With oversight from the CWC, project staff identified best practices used nationally in evaluating individual competence. Based on this information, the assessment tools were tailored to the Alaskan Core Competencies.

To the extent to which these tools are adopted by employers and educators, there is the potential for:

- ▶ Increased capacity among employers and educators to evaluate employee and trainee knowledge, skills, and abilities;
- ▶ Increased ability to identify employee knowledge, skills, and abilities that require remediation;
- ▶ Increased use of multiple methods to assess employee competence; and
- ▶ Increased collaboration between supervisors and workers in strengthening workers’ skills.

What is included in the Assessment Tools Package?

The CWC Assessment Tools Package utilizes a Collaborative Competency Building approach that advocates the use of specific assessment tools to improve the evaluation and professional development of the direct care worker. The foundation of this approach is that the competency of a worker can best be assessed and strengthened through a strong collaboration between the supervisor and the direct care worker. The seven elements of a collaborative approach to building competencies include:

1. **Education** of the supervisor and worker about the Alaskan Core Competencies.
2. **Self-assessment** by the worker of his or her strengths and skill building needs.
3. **Learning plan** created by the worker and supervisor.
4. **Observation** of strengths and skill development needs by the supervisor and worker.
5. **Feedback** from others about the competency of the worker.
6. **Performance appraisal** conducted by the supervisor in collaboration with the worker.
7. **Portfolio** of learning activities assembled by the worker.

(continued on page 8)

Each of these elements has a corresponding “tool” that can be utilized to guide the collaborative competency building and assessment process.

1. **Education:** Tool = Alaskan Core Competencies
2. **Self-assessment:** Tool = Employee Self-Assessment
3. **Learning plan:** Tool = Skill Building Plan
4. **Observation:** Tool = Logbook
5. **Feedback:** Tool = 360 Degree Feedback Form
6. **Performance appraisal:** Tool = Performance Review Form
7. **Portfolio:** Tool = Portfolio Guide

The following section of this report contains an overview of the Collaborative Competency Building approach followed by the six assessment tools. The educational tool, which is the Alaskan Core Competencies, is available in a previously released document, which can be downloaded at: www.annapoliscoalition.org. Questions about, or feedback on, these tools can be submitted via that website.

Quick Reference Guide – Alaskan Core Competencies

Category 1: Working with Others

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

Category 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

Category 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

Category 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

Category 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

Category 6: Advocating

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

Category 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

Category 8: Documenting

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

Category 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

Category 10: Developing Professionally

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

Alaskan Core Competencies

Collaborative Competency Building



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The Alaskan Core Competencies involve a set of skills shared by all types of direct care workers providing health and social services. The skills of each worker can best be assessed and improved through a strong collaboration between a supervisor and worker. The following steps describe how the supervisor and worker can work together in a process called Collaborative Competency Building. Agencies can incorporate some or all of these steps in their efforts to build a stronger workforce.

1. **Education** of the supervisor and worker about the Alaskan Core Competencies.
(Tool: Alaskan Core Competencies)

Assessing and building competencies requires a good understanding of the competencies. The supervisor and worker can acquire this knowledge by: reviewing the published document that contains the competencies; participating in trainings where the competencies are taught; or participating in continuing education events about the competencies.

2. **Self-Assessment** by the worker of his or her strengths and learning needs.
(Tool: Employee Self Assessment)

The worker has a unique and valuable view of his or her strengths and weaknesses and is often best able to identify learning needs. A simple Self-Assessment tool helps the worker clarify areas of strength as well as the areas in which an effort to build new skills or improve existing skills would be helpful. This can be completed during the initial orientation period and immediately before performance reviews are completed.

3. **Learning Plan** created by the worker and supervisor.
(Tool: Skill Building Plan)

Competencies are most likely to improve when there is a specific plan to help the worker develop his or her skills. A supervisor and worker should share their views on the worker's learning needs, agree on some learning objectives, and select specific steps to accomplish those objectives. The objectives and the steps are documented in the Skill Building Plan.

4. Continuous **Observation** of strengths and learning needs by the supervisor and worker.
(Tool: Competency Logbook)

The process of assessing and improving competencies should not be limited to a single point in time during the year. The supervisor and worker should constantly be observing and noting strengths and skills in need of improvement. These observations can be easily documented in the Competency Logbook, which is a recording tool. This tool can be used by the worker to identify skills that need further development. The supervisor can use the information in the Logbook to help complete Skill Building Plans and Performance Reviews.

5. **Feedback** from others about the competency of the worker.

(Tool: 360 Degree Feedback Form)

The strongest assessments are those that are informed by individuals who interact with the worker in different roles. In addition to the supervisor, these roles can include: co-worker, client, family member, or trainer. The 360 Degree Feedback form can be used gather constructive feedback from these individuals about the strengths and weaknesses of the worker.

6. Periodic **Performance Appraisal** conducted by the supervisor in collaboration with the worker.

(Tool: Performance Review Form)

Performance reviews or appraisals are conducted routinely, most often on an annual basis. The Performance Review form is a tool for pulling together information from the Employee Self-Assessment, Skill Building Plan, Competency Logbook, and 360 Degree Feedback forms. Prior to being finalized, a draft of the Performance Review should be discussed with the worker in order to obtain the worker's perspective on the evaluation. The objective is to build a shared or common understanding between the supervisor and worker about the worker's strengths and the skills in need of improvement.

7. **Portfolio** of learning activities assembled by the worker.

(Tool: Portfolio Guide)

A worker will likely have numerous learning opportunities, including mandatory orientation and training, work-based continuing education, and off-site or on-line workshops, seminars, conferences, and classes. Recording these experiences in a Portfolio helps the learner track personal skill development activities, show progress on a learning plan, and create a new or updated Skill Building Plan. The Portfolio Guide provides instructions for assembling a portfolio.

In summary, the seven elements of a collaborative approach to building competencies are:

1. Education
2. Self-assessment
3. Learning plan
4. Observation
5. Feedback
6. Performance appraisal
7. Portfolio

Alaskan Core Competencies

Employee Self-Assessment



Agency Name _____ Employee Name _____
 Job Title _____ Program or Department _____
 Supervisor _____ Date Completed: ___ / ___ / ___

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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. Each worker has valuable and unique opinions about his or her strengths, weaknesses, and learning needs. This *Self-Assessment* form asks the employee to share those opinions and discuss them with his or her supervisor. It may be most useful for an employee to fill out this form when first hired and immediately before his or her supervisor completes the employee’s *Performance Review*.

The employee and supervisor each play a role in completing and reviewing this form. **Step 1:** The supervisor should check “NA – Not Applicable” for any competencies or skills that are not expected of the employee. **Step 2:** The employee should then use a checkmark to indicate, for each remaining competency, an opinion as to whether his or her skill level is *Exceptional*, *Satisfactory*, or *Needs Improvement*. The employee has the option of adding comments at the end of the form about strengths or skills that need improvement. **A copy of the full Alaskan Core Competencies may be a good resource for the employee to have while completing this task.** **Step 3:** The supervisor should review the completed *Self-Assessment* and discuss it with the employee. During this discussion, the employee can ask for an explanation of any competencies that he or she does not understand. **Step 4:** Both the supervisor and employee should sign the form and keep a copy, placing the original in the employee’s personnel file.

Self-Assessment Ratings

Competency Category 1: Working with Others

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Listens effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Communicates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Builds positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Collaborates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Maintains appropriate boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 2: Assessing Strengths and Needs

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Gathers and summarizes information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Assists in identifying personal values, goals, and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Identifies strengths and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Identifies problems, deficits, and stressors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Detects warning signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Communicates results clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Reassesses routinely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 3: Planning Services

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Identifies recommended goals and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Supports individual and family member decision-making in developing a plan of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Assists individuals in developing personal plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 4: Providing Services

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Implements and coordinates the plan of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Conducts outreach and engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Maintains safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Creates a therapeutic learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Provides emotional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Provides physical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Teaches and trains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Supports problem solving and conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Prevents and intervenes in crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Organizes and conducts group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Promotes health and wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 5: Linking to Resources

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Identifies recommended resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Supports individual and family decision-making in selecting resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Connects individuals and families to community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 6: Advocating

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Advocates on behalf of the individual and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Supports self-advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 7: Individualizing Care

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Assesses the influence of key individual, family, and community characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Tailors services to unique individual, family, and community characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Modifies plans and services based on individual and family experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 8: Documenting

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Completes required documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Balances privacy with documentation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 9: Behaving Professionally and Ethically

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Fulfills responsibilities and commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Complies with laws, regulations, policies, and ethical codes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Seeks supervision and consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Manages stress and maintains personal health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 10: Developing Professionally

	Exceptional	Satisfactory	Needs Improvement	Not Applicable
A. Seeks opportunities to improve knowledge, skills and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Uses performance evaluations and feedback to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employee Comments (Optional comments about how you view your strengths and/or skills that need improvement):

Signatures:

	Signature	Date
Employee		
Supervisor: I have reviewed this form and discussed it with the employee.		

Alaskan Core Competencies

Skill Building Plan



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

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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

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

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

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

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

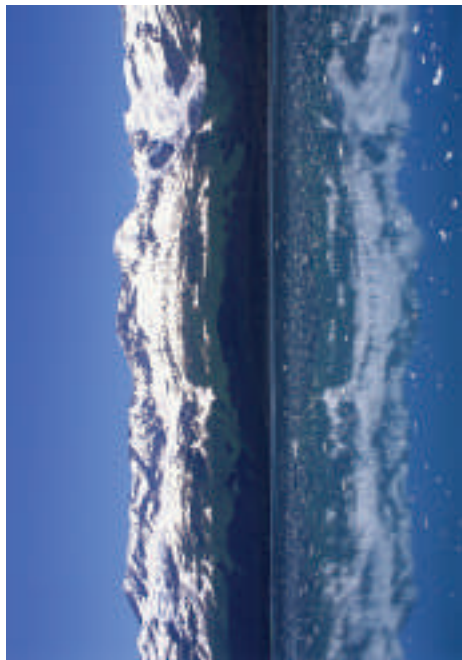
10: Developing Professionally

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

Alaskan Core Competencies Logbook

Supervisor Logbook Performance Period
 Employee Logbook From _____ To _____

Agency _____
 Employee _____ Job Title _____
 Supervisor _____



Version 1.0
January 2011

Instructions

The Alaskan Core Competencies contain the basic skills that direct care workers should have in order to provide health and social services. This Logbook is designed to help the supervisor and the worker identify both the strengths and the learning needs of the worker. It is a place in which examples of the worker demonstrating a skill or demonstrating the need to improve a skill can be recorded. These examples can be placed in the Logbook over a long period, such as the time between yearly performance reviews.

- ▶ Both the **supervisor and worker** should receive separate copies of this Logbook.
- ▶ The **supervisor** should record behavioral examples of the worker performing at satisfactory, unsatisfactory, or excellent levels. The observations can be used by the supervisor to: help the worker better understand what the supervisor expects; create a *Skill Building Plan*; provide the worker with feedback and coaching; and complete periodic performance reviews. This Logbook is a companion document to the competency-based *Performance Review* form and, if used regularly, will generate the information needed to complete that form. At the conclusion of the performance period, the supervisor can either select behavioral examples from the Logbook and place them into the

Performance Review form or attach the completed Logbook to the *Performance Review*.

- ▶ The **worker** should also record examples of situations in which his or her skills were strong and examples of skills that need to be improved. The worker can use the Logbook as a guide to: better understanding the skills and behaviors that are expected; identifying personal strengths and learning needs; and seeking supervision and training that will help improve skills.
 - ▶ Every so often, the **supervisor and worker** should share their observations and examples with each other; especially when a unique strength or learning need is first noticed.
- There are 42 individual competencies, organized into 10 competency categories. A *Quick Reference Guide* on the next page lists the competencies and the page numbers on which the categories can be found. The subsequent pages contain the competencies in the left column, along with behavioral descriptors of three levels of performance. There is space in the right column for your examples of strengths and learning needs. The descriptors are listed as prompts or reminders of the behaviors that make up a competency, but there is no need to write observations about each descriptor.

Quick Reference Guide

Competency Category 1: Working with Others

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

Competency Category 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

Competency Category 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

Competency Category 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

Competency Category 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

Competency Category 6: Advocating

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

Competency Category 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

Competency Category 8: Documenting

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

Competency Category 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

Competency Category 10: Developing Professionally

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

Competency Categories

Competency Category 1: Working with Others

Examples of how the worker has demonstrated a strength or learning need in this area

A. Listens effectively

Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
<p>1 Uses verbal or non-verbal responses to indicate that he or she is paying attention</p>	<p>Attends to verbal and non-verbal communications from others (individuals, families, co-workers, and other service providers)</p> <p>Asks questions to clarify communications or requests</p>	<p>Ignores communications from others; walks away as others are talking</p>
<p>2 Paraphrases what has been heard to ensure that he or she understands correctly</p>	<p>Shows interest or concern about others through facial expressions or tone of voice</p>	<p>Asks no questions; ends the interaction quickly or abruptly</p>
<p>3 Pauses from other activities or sits down to give full attention</p>	<p>Dismisses communications and requests</p>	

B. Communicates effectively

Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
<p>1 Seeks additional information about communication abilities and preferences (from family, caregivers, records, or formal assessments)</p>	<p>Through interaction, determines an individual's ability to communicate and their preferred method of communication</p>	<p>Uses his or her own preferred methods for communicating without considering the abilities and preferences of others</p>
<p>2 Adapts communications to the person and situation</p>	<p>Uses multiple communication methods (e.g., verbal and non-verbal)</p>	<p>Uses only verbal methods of communicating</p>
<p>3 Communicates with individuals whom others have a difficult time relating to</p>	<p>Communicates clearly and slowly enough to be understood</p>	<p>Mumbles or communicates too fast or softly to be understood</p>
<p>4 Asks an individual to repeat a communication to ensure that they fully understand</p>	<p>Checks whether an individual understands, if they look puzzled or confused</p>	<p>Communicates without any effort to make sure that the individual understands</p>
<p>5 Remembers and refers to individuals by their preferred name</p>	<p>Uses "person first" language (e.g. "an individual with a disability")</p>	<p>Refers to people by their disability or diagnosis</p>
<p>6 Stays current with new technical terms and changes in usage of terms</p>	<p>Uses technical language correctly</p>	<p>Uses technical terms incorrectly or not at all</p>
<p>7 Develops a basic ability to communicate in a second language including sign language</p>	<p>Provides language and sign language interpreters or "assistive" communication technology if needed</p>	<p>Ignores unique communication needs</p>

Competency Category 1: Working with Others (continued)

C. Builds positive relationships

Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
1 Warmly greets and expresses interest in other individuals	Shows respect for others (individuals, families, co-workers, and other service providers) through words and actions	Uses critical, judgmental, demeaning, or insulting language or gestures
2 Recognizes and shows respect for the unique characteristics of diverse groups and individuals; demonstrates an ease with "differences"	Identifies and refrains from expressing personal biases	Openly expresses dislike of certain types of people and behaviors; uses ethnic slurs
3 Rallies others to support individuals in need	Provides support and encouragement to others	Creates conflict and ignores pleas for help
4 Calms others who are upset by the behavior of an individual	Monitors and manages personal reactions to the behavior of other individuals	Responds negatively and emotionally to the behavior of others

Examples of how the worker has demonstrated a strength or learning need in this area

D. Collaborates

Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
1 Takes the initiative in organizing meetings to accomplish a group task or resolve an issue	Works with others to complete tasks and solve problems (individuals, families, co-workers, and other service providers)	Works alone or leaves others to complete tasks and solve problems
2 Leads a service team or team-building activities	Participates actively as a member of a service team	Refuses to participate in or frequently misses team meetings
3 Supports individuals and families in directing their own care	Creates a partnership with individuals and families receiving services and shares decision-making with them	Makes decisions without participation or agreement of individuals and families
4 Frequently provides information and occasionally meets with family members, engaging them actively in many aspects of care	Communicates with family members occasionally (with client consent)	Excludes or ignores family members
5 Meets in a location most convenient to others	Schedules meetings and appointments at times convenient to others	Schedules meetings and appointments without considering others
6 Actively seeks and appropriately uses feedback from others	Accepts constructive feedback from others	Rejects feedback from others
7 Leads by example, through positive behaviors	Gives constructive feedback to others	Criticizes others harshly

<p>Competency Category 1: Working with Others (continued)</p> <p>E. Maintains appropriate boundaries</p>		<p>Examples of how the worker has demonstrated a strength or learning need in this area</p>
	<p>Excellent Performance</p> <p>1 Uses personal touch occasionally and appropriately to reassure an individual</p> <p>2 Shares sensitive personal information occasionally and appropriately in an effort to educate or provide encouragement and hope to others</p> <p>3 Discourages questionable sexual humor and bantering in the workplace</p> <p>4 Uses strategies to manage potential conflicts when a “dual” relationship is unavoidable</p>	
	<p>Satisfactory Performance</p> <p>Maintains a reasonable physical distance, showing respect for the personal space of others</p> <p>Shares some personal information with others in an effort to build a working relationship with them</p> <p>Reports inappropriate sexual behavior; discusses sexual issues only as they relate to health or functioning</p> <p>Avoids “dual” relationships such as providing services to family members</p>	
	<p>Unsatisfactory Performance</p> <p>Touches individuals inappropriately</p> <p>Refuses to provide any personal or professional information to individuals or families or overwhelms others with personal information</p> <p>Harasses individuals sexually through comments or gestures; has sex with clients or family members; uses relationships for personal gain</p> <p>Engages in “dual” relationships without any effort to manage the potential conflicts that this creates</p>	

Competency Category 2: Assessing Strengths and Needs

A. Gathers and summarizes information

<p>Competency Category 2: Assessing Strengths and Needs</p> <p>A. Gathers and summarizes information</p>	
	<p>Excellent Performance</p> <p>1 Seeks new or updated information; encourages individuals and families to share their “personal stories”</p> <p>2 Attempts to understand and resolve discrepancies</p> <p>3 Creates a comprehensive written assessment or “formulation” based on all available information</p>
	<p>Satisfactory Performance</p> <p>Uses multiple sources of information (e.g., self and family report, records, unobtrusive observation, testing)</p> <p>Identifies discrepancies or differences between sources of information</p> <p>Summarizes the information collected verbally or in writing</p>
	<p>Unsatisfactory Performance</p> <p>Ignores available information; relies mainly on one or two sources of information, such as self-report or records</p> <p>Ignores and does not report discrepancies</p> <p>Places information in client file or record, without creating any type of summary</p>

Competency Category 2: Assessing Strengths and Needs (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
B. Assists in identifying personal values, goals, and priorities			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1	Helps individuals and families to clarify their personal values	Asks individuals and families to describe personal values	Applies his or her own personal values to the lives of individuals and families
2	Uses goal setting exercises with individuals and families; identifies hopes and dreams	Asks individuals and families to identify short and long-term goals and priorities	Ignores the goals and priorities of individuals and families; Imposes own personal or professional goals
C. Identifies strengths and resources			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1	Assists individuals and families in identifying personal strengths they were unaware of	Asks individuals and families to describe personal strengths and interests	Focuses exclusively on problems or needs
2	Assesses an individual's level or stage of motivation using commonly accepted categories	Discusses with individuals their readiness or motivation to receive services or to change	Makes snap judgments about others level of motivation without discussion
3	Seeks information to understand the nature of family and social relationships	Identifies family members and friends who are considered supportive	Focuses only on the individual
4	Seeks to understand the meaning of vocational, community, and spiritual activities to the individual	Identifies vocational, community, and spiritual activities and supports	Focuses only on the individual
D. Identifies problems, deficits, and stressors			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1	Identifies potential causes or precipitants of immediate problems	Identifies immediate, pressing, or "presenting" problems and needs (related to symptoms, behaviors, functioning, development, etc.)	Focuses on more stable problems and misses the reason that the individual seeks assistance at this time
2	Gathers information on changes in health and functioning over time	Identifies longer-term or more stable problems	Focuses on an immediate problem or crisis and misses more longer-term or more stable problems
3	Performs formal functional assessments	Identifies functional abilities and limitations	Focuses on symptoms or problems and ignores functional abilities

Competency Category 2: Assessing Strengths and Needs (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
D. Identifies problems, deficits, and stressors (continued)			
4	Explores the potential relationship of physical health to the presenting problems	Identifies health status and medical problems	Ignores or dismisses physical health issues
5	Explores the potential relationship of stressors to the presenting problems	Identifies stressors including: family, friends, financial, work, school, housing, environment, etc.	Focuses on presenting problems without considering the impact of stressors
6	Identifies other individuals that “enable” or make a clients problems worse	Identifies those things that tend to make problems get worse	Blames individual for his or her problems
E. Detects warning signs			
1	Uses standardized questions or techniques to assess for substance use/abuse	Identifies signs of substance use/abuse (alcohol, illicit drugs, and prescription medications)	Encourages substance use as a means of coping
2	Educates individuals, family, community members, and co-workers about subtle signs of potential abuse	Identifies signs of abuse (self-abuse, neglect, physical, psychological, exploitation, and misuse of physical and chemical restraints)	Chooses not to report suspected abuse for fear of angering family members or co-workers
3	Assists individual and family members in identifying early warning signs	Identifies signs of worsening health or functioning, including suicidal thoughts and behavior	Dismisses health concerns as irrelevant to his/her responsibilities
4	Teaches clients about potential side effects and drug interactions	Identifies medication side effects and brings them to the attention of the prescriber	Tells individuals that side effects are unavoidable; does not bring to the attention of the prescriber
F. Communicates results clearly			
1	Meets with individual and family members in person to present and discuss the findings; invites them to correct or challenge information or conclusions	Conveys assessment findings to individual and family members	Shares assessment results only with other staff members
2	Follows-up at a later time to check whether the information provided was understood and what impact it has had	Asks individual and family members to share their reaction to the information received	Shows disinterest in the impact of the information on the individual or family

Competency Category 2: Assessing Strengths and Needs (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
<p>1 Periodically conducts a complete and thorough review of: goals and priorities; strengths and resources; and problems, deficits, and stressors</p> <p>2 Periodically creates a new, comprehensive written assessment</p> <p>3 Schedules a meeting with individual and family to review and discuss updated assessment</p>	<p>Periodically reviews: goals and priorities; strengths and resources; problems, deficits, and stressors</p> <p>Updates assessment findings and summaries</p> <p>Shares significant changes with individuals and family members</p>	<p>Treats the initial assessment as the permanent assessment</p> <p>Puts a new date on an old assessment</p> <p>Files the findings without discussing with individual and family members</p>	
<p>Competency Category 3: Planning Services</p> <p>A. Identifies recommended goals and services</p>			
<p>1 Reviews what has “worked” and “failed” in the past</p> <p>2 Builds a comprehensive plan of recommended care based on the unique needs and interests of the individual</p>	<p>Recommends goals based on the assessment or can identify the goals set by the treatment team</p> <p>Identifies recommended services, considering the goals, availability of services, eligibility, and affordability</p>	<p>Recommends services without identifying the goals</p> <p>Recommends the same services for all individuals (a “cookie cutter” plan)</p>	
<p>B. Supports individual and family member decision-making in developing a plan of care</p>			
<p>1 Highlights the specific advantages and disadvantages of the recommended goals and services</p> <p>2 Highlights the specific advantages and disadvantages of the alternative goals and services</p> <p>3 Supports individuals and families in making their own choices about the plan of care</p>	<p>Discusses the recommended goals and services with the individual and family</p> <p>Presents alternative options to the recommendations</p> <p>Seeks individual and family preferences and input into the plan of care and negotiates a plan they find acceptable</p>	<p>Presents the service plan as final, without discussion</p> <p>Refuses or refrains from discussing alternatives</p> <p>Indicates that input into the plan is not welcome</p>	

<p>Competency Category 3: Planning Services (continued) C. Assists individuals in developing personal plans</p>	<p style="text-align: center;">Examples of how the worker has demonstrated a strength or learning need in this area</p>
<p>Excellent Performance</p> <p>1 Connects individuals to persons who can help them develop written plans or “directives” about how crises are to be handled</p>	<p>Satisfactory Performance</p> <p>Encourages individuals to develop contingency plans for future crises or episodes of illness</p>
<p>2 Assists individuals in developing formal wellness and recovery plans</p>	<p>Unsatisfactory Performance</p> <p>Responds to crises without considering individual preferences or wishes</p>
<p>3 Supports individual efforts to pursue wellness and recovery goals</p>	<p>Focuses on formal service goals and ignores personal wellness and recovery goals</p>

Competency Category 4: Providing Services
A. Implements and coordinates the plan of care

<p>Excellent Performance</p> <p>1 Educates co-workers about the plan</p>	<p>Satisfactory Performance</p> <p>Reviews the plan of care occasionally</p>	<p>Unsatisfactory Performance</p> <p>Provides care without reviewing the plan</p>
<p>2 Identifies creative ways he or she can support the plan of care</p>	<p>Delivers services directly that support the plan of care</p>	<p>Acts in ways that undermine or conflict with the plan of care</p>
<p>3 Updates other care providers about significant events or changes that impact on the plan of care</p>	<p>Coordinates activities among care providers and agencies in implementing the plan of care</p>	<p>Fails to notify other care providers of critical information or events</p>
<p>4 Proactively identifies and addresses individual and family concerns about services</p>	<p>Delivers services at a pace comfortable for individuals and family members</p>	<p>Routinely presses services upon individuals and family members at a pace that they cannot tolerate</p>
<p>5 Models the use of technology to deliver services and educates others about these tools</p>	<p>Uses technology to deliver services and increase access (e.g., phone, video-conferencing)</p>	<p>Repeatedly uses “distance” as an excuse for not meeting the needs of an individual or family</p>
<p>6 Adapts to local resource constraints; identifies creative strategies for delivering services when working alone with limited resources</p>	<p>Acts independently when working in situations that offer limited supervision or support from co-workers</p>	<p>Unable to act without direction while employed in a position that requires working with limited supervision</p>

Competency Category 4: Providing Services (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
B. Conducts outreach and engagement			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1 Creates engagement activities or groups	Encourages individuals and family members to participate in planned services	Avoids the work of providing care	
2 Helps address basic needs (e.g., food, shelter) as an engagement strategy	Makes phone calls or home and community visits to individuals to develop a relationship and encourage participation in services	Places full burden on individuals for engaging in care and criticizes them for lack of “motivation” and follow-through with care	
C. Maintains safety			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1 Routinely assesses risk	Recognizes individual risk to self or others	Misses clear signs of risk	
2 Anticipates risk and takes action to avoid it	Takes action to address immediate risk; adjusts the type and level of care to the level of risk	Detects risks but fails to take action	
3 Works with the employer or family to decrease physical risks	Addresses hazards to safety in the physical environment in the environment	Violates rules regarding hazardous objects or substances in the environment of care	
4 Supports a reasonable level of risk as part of growth and development	Allows individuals to take risks that are authorized by the agency or team	Denys individuals’ rights or privileges in an effort to avoid all risk	
D. Creates a therapeutic learning environment			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1 Takes action to create a comfortable, calm, and safe environment	Intervenes quickly when the environment of care becomes loud, chaotic, or unsafe	Contributes to noises, distractions, and conflict	
2 Organizes and provides learning opportunities	Provides educational aids	Leaves individuals without structure or direction	

Competency Category 4: Providing Services (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
	Satisfactory Performance	Unsatisfactory Performance	
E. Provides emotional support			
	Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
1	Instills hope through techniques such as story telling or having individuals tell their story	Offers reassurance to individuals and family members	Creates fear among individuals and family members
2	Constantly conveys realistic optimism about the future	Educates individuals and family members about resilience and recovery	Tells individuals and family members that improvement is not possible
3	Uses motivational enhancement interviewing techniques	Provides encouragement	Belittles the efforts of individuals and family members
F. Provides physical support			
	Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
1	Assists individuals to improve physical abilities	Provides physical assistance with movement	Watches individuals as they struggle physically, but provides no support
2	Structures and encourages opportunities to increase independence with activities of daily living (ADLs)	Assists individuals with ADLs, including personal hygiene, cooking and eating, shopping, cleaning, budgeting, etc.	Makes minimal efforts to support ADLs, compromising individuals' quality of life
3	Identifies and obtains adaptive equipment for individual	Teaches the use of adaptive equipment	Creates obstacles to individuals obtaining and using adaptive equipment
G. Teaches and trains			
	Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
1	Provides educational materials; runs educational groups and activities	Educates individuals and family members about illnesses, services, resilience, and recovery	Treats individuals as incapable of learning to manage their problems
2	Uses systematic skill building approaches and organizes instructional activities	Assists individuals and family members in building skills, such as self-care, activities of daily living, stress management, and assertiveness	Tells individuals what to do and discourages the learning of new skills

Competency Category 4: Providing Services (continued)

H. Supports problem solving and conflict resolution

Examples of how the worker has demonstrated a strength or learning need in this area

Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
<p>1 Teaches and models problem solving for individual and family members</p>	<p>Assists individuals and family members in solving problems</p>	<p>Makes decisions for individuals and family members without consulting them (when no immediate risk is present)</p>
<p>2 Anticipates and helps to resolve emerging tensions between individuals and groups; teaches conflict resolution skills</p>	<p>Mediates conflicts among clients, family members, and other care providers</p>	<p>Engages frequently in conflict with others</p>
<p>3 Remains calm and constructive when confronted with individuals who are angry, critical, or threatening</p>	<p>Discusses openly with others the conflicts he or she is having with them (including with individuals and family members receiving services)</p>	<p>Displays strong anger and defensiveness when in conflict with others</p>

I. Prevents and intervenes in crises

Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
<p>1 Educates others about early warning signs for specific individuals and families</p>	<p>Detects early signs of potential problems</p>	<p>Notifies but does not report early signs of trouble</p>
<p>2 Leads an organized group response to a person in crisis</p>	<p>Deescalates problems in their early phase experiencing problems</p>	<p>Provokes, challenges, or threatens individuals who are</p>
<p>3 Contributes to efforts to reduce the use of physical holds, restraint, and seclusion</p>	<p>As a last resort to ensure safety, uses physical holds, restraint, and/or seclusion, while following all applicable policies and regulations</p>	<p>Uses seclusion or restraint as punishment; violates rules and procedures regarding their use</p>
<p>4 Collaborates with and educates law enforcement to improve the community response to individuals in crisis</p>	<p>Accesses emergency assistance when needed</p>	<p>Uses police involvement to punish or inappropriately control individuals and family members</p>
<p>5 Organizes and leads a review of what happened and what can be done to prevent similar problems in the future</p>	<p>Participates in debriefing discussions, offering opinions on what happened and what could be done to prevent similar problems in the future</p>	<p>Constantly engages in behaviors known to provoke or trigger problems; fails to engage in behaviors identified as essential for avoiding problems</p>

Competency Category 4: Providing Services (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
J. Organizes and conducts group activities			
<p>1 Designs new groups to address unmet need</p> <p>2 Co-leads groups with other staff in order to teach them how to run activity groups</p>	<p>Selects and orients new activity group members</p> <p>Runs activity groups effectively (e.g., providing adequate structure, encouraging member interaction, maintaining safety)</p>	<p>Refuses to participate in or refer individuals to groups</p> <p>Loses control of groups; allows destructive member interaction</p>	
K. Promotes health and wellness			
<p>1 Provides educational materials on health and wellness</p> <p>2 Offers or arranges organized health and wellness activities such as smoking cessation and exercise groups; models healthy behaviors</p>	<p>Teaches individuals to recognize the signs and impact of stress and poor health</p> <p>Teaches individual stress management and other self-care techniques</p>	<p>Detects health problems but takes no action</p> <p>Rewards clients with unhealthy incentives (e.g., cigarettes)</p>	
Competency Category 5: Linking to Resources			
A. Identifies recommended resources			
<p>1 Creates information files of resources available to individuals and families</p> <p>2 Creates and updates a written summary of recommended resources; assembles a packet of information about those resources</p>	<p>Maintains information on available resources, including: treatment, medical, housing/residential, vocational, community/civic, and spiritual</p> <p>Identifies resources that may be of interest and value to an individual and family</p>	<p>Focuses only on the agency at which he or she is employed, remaining uninformed about other available resources</p> <p>Focuses only on the services he or she is providing, ignoring needs or interests that might be met by other resources</p>	

Competency Category 5: Linking to Resources (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
B. Supports individual and family decision-making in selecting resources			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1 Highlights the specific advantages and disadvantages of the recommended resources	Discusses the recommended resources with the individual and family members	Without considering their preferences, tells an individual or family that they will be using a specific resource	
2 Supports individuals and families in making their own choices about use of the recommended resources	Seeks individual and family preferences and input regarding the recommended resources	Indicates that input into decisions to use specific resources is not welcome	
3 Teaches individuals and family members the value of tackling challenges and taking reasonable risks	Encourages individuals and family members to maximize activities, community engagement, and independence	Discourages activities and independence of individuals served	
C. Connects individuals and families to community resources			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1 Supports individual and family efforts to take the lead in accessing selected resources	Makes a referral of the individual or family to selected resources guidance or support	Suggests that individuals or families try and access resources, while providing no	
2 Develops and maintains working relationships with employees at other organizations and uses these contacts to gain access to resources	Follows-up personally to ensure that a connection with the resource has been made; actively addresses any barriers to access	Ends involvement once a referral has been suggested or made	
3 Mobilizes a coordinated plan of support from community members, especially in geographic areas that lack significant services	Draws on individual members of the community to provide support	Leaves individuals in need without support of any kind for extended periods of time	

Competency Category 6: Advocating			Examples of how the worker has demonstrated a strength or learning need in this area
A. Advocates on behalf of the individual and family			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
<p>1 Asks individuals and family members to explain their rights in order to ensure that they understand them</p> <p>2 Speaks out against or appeals decisions that appear to violate individual and family rights</p> <p>3 Supports individual and family member decisions to exercise their rights when the risks are not serious</p>	<p>Provides verbal and written information to the individual and family members about their rights and responsibilities (personal, interpersonal, legal, and civic)</p> <p>Represents and supports individual and family member goals and wishes with colleagues, the treatment team, other service providers, benefit providers, patient rights officers, and ombudsmen</p> <p>Identifies potential risks related to exercising individual and family member rights</p>	<p>Fails to explain or provide information on rights; violates the rights of individuals and family members for personal gain or convenience</p> <p>Imposes inappropriately the goals and decisions of the service organization or team on individuals and families without consideration of their wishes</p> <p>Presses for individuals and family members to exercise their rights no matter what the risk</p>	
B. Supports self-advocacy			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
<p>1 Coaches individuals and family members on how to participate in planning meetings and to ask for what they want</p> <p>2 Links individual and family members to peer and family support training programs</p> <p>3 Connects individual and family members with leadership and advocacy training programs</p>	<p>Arranges individual and family member access to planning meetings and to key decision makers about their benefits and services</p> <p>Refers individual and family members to peer and family support activities (to receive or provide peer support)</p> <p>Connects individual and family members with advocates and advocacy organizations</p>	<p>Excludes individuals and family members from planning meetings</p> <p>Discourages participation in peer and family support activities</p> <p>Discourages participation in organized advocacy activities</p>	

<p>Competency Category 7: Individualizing Care</p> <p>A. Assesses the influence of key individual, family, and community characteristics</p>			<p>Examples of how the worker has demonstrated a strength or learning need in this area</p>
<p>Excellent Performance</p>	<p>Satisfactory Performance</p>	<p>Unsatisfactory Performance</p>	
<p>1 In the assessment, applies personal knowledge of the influence of race, ethnicity, culture, religion, gender, sexual orientation, disability, occupation, and financial status</p>	<p>Identifies important individual and family characteristics, such as: race, ethnicity, culture, religion, gender, sexual orientation, disability, occupation, and financial status</p>	<p>Treats individuals as if they “are their diagnosis” and ignores their other characteristics</p>	
<p>2 In the assessment, applies personal knowledge of the potential influence of community characteristics and geography on individuals, illnesses, and services</p>	<p>Identifies important characteristics of the individual’s community and its geography</p>	<p>Routinely ignores the impact of community and geography in the assessment process</p>	
<p>3 Educates individual and family members about the potential impact of key personal and community characteristics on their lives</p>	<p>Asks individual and family members to explain the impact of these personal and community characteristics on their lives, goals, strengths, problems, needs, illnesses, treatment, and service preferences</p>	<p>Acts towards clients as if all individuals who share a common characteristic or community are the same (applies stereotypes)</p>	
<p>B. Tailors services to unique individual, family, and community characteristics</p>			
<p>Excellent Performance</p>	<p>Satisfactory Performance</p>	<p>Unsatisfactory Performance</p>	
<p>1 Assists in building or modifying services and programs to address the needs and preferences of unique groups in the local community</p>	<p>Adapts the services provided to the unique characteristics and preferences of the individual and family members</p>	<p>Provides the same services to all individuals and family members despite their differences</p>	
<p>2 Builds working relationships and collaborates with other organizations that address the needs and preferences of unique groups in the local community</p>	<p>Connects individual and family members to services and resources tailored to their unique characteristics or preferences</p>	<p>Discourages or ignores the individual and family member participation in services tailored to the needs of unique groups</p>	
<p>C. Modifies plans and services based on individual and family experience</p>			
<p>Excellent Performance</p>	<p>Satisfactory Performance</p>	<p>Unsatisfactory Performance</p>	
<p>1 Uses available tools for measuring individual satisfaction and progress</p>	<p>Periodically assesses individual and family member satisfaction with plans, services, and progress</p>	<p>Dismisses individual and family member feedback and concerns</p>	
<p>2 Assists treatment team and employer agency to improve services based, in part, on feedback from individuals and family members</p>	<p>Adjusts plans and services being provided based on the feedback received and the progress made on achieving goals</p>	<p>Refuses to change plans or services despite individual and family member concerns and requests</p>	

Competency Category 8: Documenting			Examples of how the worker has demonstrated a strength or learning need in this area
A. Completes required documentation			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
<p>1 Serves as a resource and mentor to other staff on documentation guidelines and procedures</p>	<p>Completes all required documentation correctly, efficiently and in a timely manner, including: assessments, service records, incident reports, billing forms, and human resources forms</p>	<p>Misses deadlines for preparing documents on a frequent basis</p>	
<p>2 Produces documentation that conveys a comprehensive and descriptive view of the individual and family, service plan, and services provided</p>	<p>Produces documentation that is objective, accurate, and legible</p>	<p>Documents subjective impressions rather than objective facts; creates illegible documents</p>	
<p>3 Uses technical language in documentation, improving the quality of the information being conveyed</p>	<p>Uses clear and appropriate language, grammar, and spelling in documentation</p>	<p>Routinely creates documentation that is unclear, contains poor grammar, and is riddled with inaccurate spellings</p>	
B. Balances privacy with documentation requirements			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
<p>1 Discusses with individual and family members the advantages and disadvantages of documenting sensitive information</p>	<p>Identifies sensitive information that could be harmful or uncomfortable for an individual or family members if shared</p>	<p>Treats all information obtained as appropriate for documentation</p>	
<p>2 Consults with supervisor on whether to include sensitive information in documentation</p>	<p>Includes essential information in documentation, while excluding non-essential, sensitive information</p>	<p>Includes non-essential highly personal information in documentation</p>	
<p>3 Reviews records with individuals and discusses their reaction to the information it contains</p>	<p>Provides individual and family members with access to their records</p>	<p>Refuses individual and family access to records when required consent has been given</p>	

Competency Category 9: Behaving Professionally and Ethically				Examples of how the worker has demonstrated a strength or learning need in this area
A. Fulfills responsibilities and commitments				
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance		
1 Serves as a model for others in terms of attendance and timeliness	Minimizes absences from work, arrives on time, and completes a full work day	Absent, late, or leaves early on a frequent basis		
2 Volunteers for additional duties, beyond assigned responsibilities	Manages his or her time effectively	Acts without planning how all necessary work will be accomplished		
3 Helps the organization find ways to improve the quality and efficiency with which services are delivered	Completes assigned duties in a timely way and follows through on reasonable requests or promises made to others	Misses deadlines routinely, leaves assigned work unfinished, and fails to follow-through on commitments made to others		
4 Goes above and beyond required duties, without violating employer rules and policies	Provides employer-approved services and approaches to care, working within the limits of assigned job duties and role	Violates employer rules and policies about the delivery of services		
5 Provider leadership in meetings, in either a formal or informal role	Participates routinely and actively in staff, team, and agency-wide meetings	Misses meetings frequently or attends without contributing		
B. Complies with laws, regulations, policies, and ethical codes				
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance		
1 Educates colleagues about confidentiality rules and procedures	Maintains confidentiality of protected health information; informs individuals and family members of the limits of confidentiality	Violates confidentiality through actions such as releasing protected information without permission		
2 Searches for information on changes to laws, regulations, policies, and codes of conduct	Adheres to all laws, regulations, policies and ethical codes of conduct that apply to the worker and the job	Violates laws, regulations, policies, and codes of conduct routinely		
3 Follows up after submitting mandated reports to ensure that information was received and appropriate action was taken	Submits mandated reports regarding abuse or risk of harm	Detects but does not report abuse or risk of harm		

Competency Category 9: Behaving Professionally and Ethically (continued)			Examples of how the worker has demonstrated a strength or learning need in this area
C. Seeks supervision and consultation			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1 Partners in delivering care with others who complement his or her knowledge and skills	Recognizes the personal limits of his or her knowledge and skills	Delivers services for which he or she is unqualified	
2 Provides supervision to others when authorized by the employer	Participates routinely and constructively in formal supervision	Misses supervision sessions frequently; rejects suggestions or direction offered during supervision	
3 Offers consultation to others in areas of his or her expertise	Seeks additional supervision or consultation when uncertain about the best course of action or concerned about performance of co-workers or other service providers	In non-urgent situations, takes action when uncertain without requesting guidance from a supervisor	
D. Manages stress and maintains personal health			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1 Recognizes signs of burnout or distress	Recognizes signs of personal stress	Ignores personal signs of stress	
2 Teaches or shares stress management techniques with others	Uses self-care strategies to manage and reduce stress and prevent burnout	Becomes irritable and angry with others when stressed	
3 Engages in prevention and health promotion behaviors	Ensures adequate work performance by maintaining personal health	Impaired work performance because of failure to seek medical care	
4 Volunteers to assist co-workers with physical support tasks to minimize their risk of injury	Uses proper "body mechanics" when physically assisting others	Uses unsafe practices for lifting, creating a risk of injury	

Competency Category 10: Developing Professionally			Examples of how the worker has demonstrated a strength or learning need in this area
A. Seeks opportunities to improve knowledge, skills, and abilities			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1	Creates a written professional development plan	Sets personal goals for professional development	Sets no goals for professional development or takes no action to achieve goals
2	Enrolls in continuing education programs and/or certification and degree granting programs	Participates routinely in employer organized inservice training and other competency building activities	Misses employer organized inservice trainings; passes on other opportunities for continuing education
3	Seeks experiential opportunities to learn about local cultures and norms	Learns about local cultures and norms	Practices without knowledge or awareness of local cultures and norms
B. Uses performance evaluations and feedback to improve performance			
Excellent Performance	Satisfactory Performance	Unsatisfactory Performance	
1	Identifies strengths and weaknesses; uses competencies in performance evaluation documents to shape professional development goals	Participates in the performance evaluation process and accepts constructive feedback	Refuses to participate in the performance evaluation process; rejects constructive feedback
2	Uses feedback from performance reviews to set new professional development goals	Uses evaluation feedback to improve work performance	Repeats problematic behaviors despite feedback about them

Alaskan Core Competencies

360 Degree Feedback



Agency Name _____ Employee Name _____

Job Title _____ Program or Department _____

Person Completing Form _____

Relationship to Employee: Client Co-worker Family member Secondary supervisor

Other (specify) _____ Date Completed: ___ / ___ / ___

Version 1.0
January 2011

Instructions

Direct care workers providing health and social services should have the basic skills that have been identified as the Alaskan Core Competencies. Many individuals observe employees working and can offer valuable opinions about (a) how well employees are doing their jobs and (b) how they could do their jobs better. This *360 Degree Feedback* form asks for those opinions. The name “360 Degree” refers to getting feedback from those “all around” employees, including clients, family members, co-workers, and those supervisors who do not complete the employee’s *Performance Review*. **The feedback obtained using this form should be helpful and constructive.** Good feedback allows employees to better understand how others view their work, helps supervisors identify skills on which employees need additional training, and can be considered by supervisors as they complete *Performance Reviews*.

Here are the steps for using this form: **Step 1:** An employee’s supervisor should draw a line through any of the competencies listed below that are not expected of the employee. **Step 2:** The supervisor selects a number of people who have worked with or observed the employee, provides them with the form, and reviews it with them to make sure they understand the questions being asked and how to answer. **Step 3:** The person completing the form rates the employee on each of the 10 categories that have not been crossed out, should provide comments and examples about the employee’s skills, and can add general comments and other examples at the end of the document. Check “Not observed” if the person completing the form doesn’t have information about the employee’s ability on a specific competency. **Step 4:** The person filling out this form checks whether they are willing to have the supervisor share the completed form with the employee. **Step 5:** The supervisor reviews all 360 Degree forms completed and gives general feedback to the worker, without sharing specific ratings and comments from individuals unless those individuals gave permission for their form to be shared. **Step 6:** The forms should be placed in the employee’s personnel file and used to help complete *Skill Building Plans* and *Performance Reviews*.

If the individuals asked to complete this form find the competencies or rating system too confusing, they can simply write all of their feedback and examples in the “Other Comments” section.

Feedback

Competency Category 1: Working with Others

Examples: listens and communicates effectively; collaborates; builds positive relationships.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 2: Assessing Strengths and Needs

Examples: gathers information; assists individuals and families in identifying their values, goals, strengths, and problems; communicates the results of assessments clearly; detects warning signs of worsening problems.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 3: Planning Services

Examples: identifies recommended goals and services; supports individuals and families in making decisions about their care.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 4: Providing Services

Examples: provides emotional or physical support; problem solving; helps maintain safety; teaches or trains; provides crisis intervention; conducts group.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 5: Linking to Resources

Examples: identifies resources that may help individuals and families; supports their decision-making about which resources to use and helps connect them to those resources.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 6: Advocating

Examples: advocates for individuals and families; helps them advocate for themselves.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 7: Individualizing Care

Examples: understands the unique characteristics of individuals and families and adjusts services to meet their needs; changes services based on individual and family feedback.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 8: Documenting

Example: completes required documentation accurately.

Comments & Examples:

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Category 9: Behaving Professionally and Ethically

Examples: fulfills responsibilities; complies with laws, regulations, policies, and ethical codes; seeks supervision.

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments & Examples:

Competency Category 10: Developing Professionally

Examples: improves his or her knowledge, skills, and abilities; uses feedback to improve his or her performance.

Exceptional	Satisfactory	Needs Improvement	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments & Examples:

Other Comments & Examples (provide additional feedback here):

This completed form can be shared directly with the employee.

Yes No

Signatures:

	Signature	Date
Person completing the form		
Supervisor: I have reviewed this form		

Alaskan Core Competencies

Performance Review



Agency Name _____ Employee Name _____

Job Title _____ Program or Department _____

Supervisor _____ Review type (e.g. initial, annual) _____

Performance Period: From ___ / ___ / ___ To ___ / ___ / ___

Version 1.0
January 2011

Instructions

Direct care workers providing health and social services should have the basic skills that have been identified as the Alaskan Core Competencies. This Performance Review form is designed to assist supervisors in evaluating the employees on these skills. For each of the 10 Competency Categories below, rate the employee’s skills as Exceptional, Satisfactory, or Unsatisfactory and add brief comments about strengths or weaknesses in each category. The individual competencies (lettered A, B, C, etc.) explain the skills within each category, but the supervisor is **not** expected to rate or comment on each of these. Comments on the Competency Categories are not necessary if the supervisor has completed and attached the Alaskan Core Competencies *Logbook*.

Once each Category is rated, provide an Overall Rating of the employee’s performance for this Performance Period. In the Comments section, briefly summarize the overall performance and justification for the Overall Rating. Most agencies require this form to be reviewed and approved by a senior manager and/or a personnel manager prior to being discussed and reviewed with the employee, who then has the option of making written comments about the evaluation. The employee should receive a copy and the original should be placed in the employee’s personnel file.

Ratings by Competency Category

Are behavioral examples documented by the supervisor in an attached *Logbook*? Yes No

Competency Category 1: Working with Others

Comments

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

Rating: Exceptional Satisfactory Unsatisfactory

Competency Category 2: Assessing Strengths and Needs

Comments

- 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

Rating: Exceptional Satisfactory Unsatisfactory

Competency Category 3: Planning Services

Comments

- 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

Rating: Exceptional Satisfactory Unsatisfactory

Competency Category 4: Providing Services

Comments

- 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

Rating: Exceptional Satisfactory Unsatisfactory

Competency Category 5: Linking to Resources

Comments

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

Rating: Exceptional Satisfactory Unsatisfactory

Competency Category 6: Advocating

Comments

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

Rating: Exceptional Satisfactory Unsatisfactory**Competency Category 7: Individualizing Care**

Comments

- 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

Rating: Exceptional Satisfactory Unsatisfactory**Competency Category 8: Documenting**

Comments

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

Rating: Exceptional Satisfactory Unsatisfactory**Competency Category 9: Behaving Professionally and Ethically**

Comments

- 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

Rating: Exceptional Satisfactory Unsatisfactory**Competency Category 10: Developing Professionally**

Comments

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

Rating: Exceptional Satisfactory Unsatisfactory

Overall Rating:

Rating: Exceptional Satisfactory Unsatisfactory

Comments (Summarize the overall performance and justification for the Overall Rating. Highlight strengths and areas in need of improvement):

Signatures:

	Signature	Title	Date
Rated by:			
Reviewed by:			
Approved by:			
Employee – I have been given a copy of this report and it has been discussed with me.			

Optional Employee Comments (e.g., agreement or disagreement with the review or any additional comments):

Alaskan Core Competencies

Portfolio Guide



Version 1.0
January 2011

Introduction

Direct care workers providing health and social services should have the basic skills that have been identified in the Alaskan Core Competencies. Each worker has a valuable and unique perspective on his or her strengths, weaknesses, and learning needs. This *Portfolio Guide* provides information on what a portfolio is, its purpose, and cover pages to get you started on creating your own portfolio to record your unique learning experiences that demonstrate your skills, knowledge, and experience. This tool provides the opportunity to shape and direct your own learning and assessment experience by creating samples of their real work that demonstrates proficiency in competencies required by your job.

What is a Portfolio?

- ▶ Portfolios are defined as a purposeful **collection of work** that tells the story of your effort, progress, and/or achievement.
- ▶ Portfolio documents are generally held together in a **three-ring binder** with tabs to organize the different work samples. Additional materials that are not paper-based can be collected in a separate tote kept with the portfolio binder.
- ▶ A portfolio is a **unique expression of you** as a direct care worker and your professional journey.
- ▶ A portfolio is a **living document** that you will expand and change over time depending on the job requirements or expectations of a particular job or place of employment.

What are the purposes of a Portfolio?

- ▶ A portfolio is a concrete way of **demonstrating your skills and competencies** to potential employers on the 10 Alaskan Core Competency categories.
- ▶ A portfolio **showcases your works** in progress, **tracks your learning** over time, and can be used to **assess your work** products over time.
- ▶ Portfolios are an active way to participate in learning and to allow you to increase your ability to **self-evaluate**.
- ▶ Portfolios promote professional identity by **organizing thinking** regarding accomplishments on the job.
- ▶ Portfolios can be used to demonstrate your skills needed for a specific job or can be used as evidence of work-related skills for future employment in the direct care worker field.

Instructions:

Your portfolio may be developed as a component of your current job or you can choose to chronicle your learning experiences on your own.

To get started, purchase a three-ring binder, paper, and index tabs to identify different work samples. The index tabs allow easy access to each section and will help you present your portfolio as an organized and professional document. Consider placing documents you have three-hole punched in each section, rather than placing documents in clear, slide-in sheets. If work samples are not paper-based, use the cover page to identify the entry and identify where the work sample (e.g., video, etc.) is located.

There is not one way to create a portfolio. To determine the organization of your portfolio consider who you are, your professional goals, and what you want to communicate about your professional self.

Next, create a general portfolio cover page that contains information specific to you such as your contact information, your employer, your position, and any other information that you believe is important about you as a direct care worker. It may be helpful to write one or two sentences on your professional goals in the direct care field. In addition, it would be useful to include a copy of your resume at the beginning of your binder.

Now begin to start building your portfolio by creating entries or work samples to showcase your work, skills, attitudes, etc. Work samples are compiled over a period of time and illustrate learning or competency in actual work situations. You can use the portfolio entry cover page (see page 4 for cover page template) to reference the Alaskan Core Competencies and identify which one or more competencies your work examples pertain to.

Work samples should include a summary statement which describes the activity/work sample. Work samples come in many formats and are not limited to written products.

Work sample formats may include (but are not limited to the following list):

- ▶ Written journal entries
- ▶ Records of training activities completed on the job or in the community
- ▶ Examples of learning exercises and what knowledge you gained by participating in them
- ▶ Examples of interactions with persons in your care or co-workers that you believe demonstrate a specific and valuable skill
- ▶ Examples to demonstrate cultural attunement to Alaska Native and/or rural and indigenous issues
- ▶ Resume
- ▶ Oral presentations
- ▶ Slide presentations
- ▶ Career goal essays
- ▶ Personal belief statements
- ▶ Photos
- ▶ Video clips
- ▶ Artwork

Ideally, select portfolio work samples that illustrate your proficiency in the ten competency categories identified in the *Alaskan Core Competency Model*. Use creativity when providing work samples to demonstrate your skills and knowledge of your job. Work samples should show authentic evidence of your growth as a direct care worker.

Remember that the confidentiality of the individuals receiving care, family members, and other supports must be protected. Names and identifying information must be changed, deleted or blanked out if specific permission is not granted.

On the following page is a template to get you started on your professional portfolio¹. You are not bound to this format, this is just a guide.

Print off a portfolio entry cover page to use before each work sample or entry. A checklist of the core competencies is available on each cover page sheet to help you connect the content of your entries to specific competencies.

Please refer to an example of a portfolio entry after the blank template

¹ You may want to consider creating an online E-Portfolio to track your learning experiences and credit through the Trust Training Cooperative Learning Management System (TTC LMS). Any trainings you take through the TTC will automatically be added to your E-Portfolio and you can also self-report other trainings for a complete record of trainings. Please visit www.ttcims.org and sign up for free. Once you have signed up and logged in visit the User Home to get started with your E-Portfolio.

Portfolio Work Sample Cover Page

Date:

Summary Statement about Work Sample/Activity/Experience:

Type of Work Sample/Activity/Experience (see list of some possibilities above):

Competencies that are addressed by this example:

Category 1: Working with Others

- Listens effectively
- Communicates effectively
- Builds positive relationships
- Collaborates
- Maintains appropriate boundaries

Category 2: Assessing Strengths and Needs

- Gathers and summarizes information
- Assists in identifying personal values, goals, and priorities
- Identifies strengths and resources
- Identifies problems, deficits, and stressors
- Detects warning signs
- Communicates results clearly
- Reassesses routinely

Category 3: Planning Services

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

Category 4: Providing Services

- Implements and coordinates the plan of care
- Conducts outreach and engagement
- Maintains safety
- Creates a therapeutic learning environment
- Provides emotional support
- Provides physical support
- Teaches and trains
- Supports problem solving and conflict resolution
- Prevents and intervenes in crises
- Organizes and conducts group activities
- Promotes health and wellness

Category 5: Linking to Resources

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

Category 6: Advocating

- Advocates on behalf of the individual and family
- Supports self-advocacy

Category 7: Individualizing Care

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

Category 8: Documenting

- Completes required documentation
- Balances privacy with documentation requirements

Category 9: Behaving Professionally and Ethically

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

Category 10: Developing Professionally

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

Reflection: Any other information that is relevant to understanding how this entry demonstrates your skills, attitudes, values, or competence in a given area of the direct care worker field.

(Example) Portfolio Work Sample

Date: 12/1/10

Summary Statement about Work Sample/Activity/Experience:

This is an example of an interaction with a person that I provide care for at the Cherry Hill long-term care center.

Type of Work Sample/Activity/Experience (see list of some possibilities above):

Journal Entry

Competencies that are addressed by this example:

Category 1: Working with Others

- Listens effectively
- Communicates effectively
- Builds positive relationships
- Collaborates
- Maintains appropriate boundaries

Category 2: Assessing Strengths and Needs

- Gathers and summarizes information
- Assists in identifying personal values, goals, and priorities
- Identifies strengths and resources
- Identifies problems, deficits, and stressors
- Detects warning signs
- Communicates results clearly
- Reassesses routinely

Category 3: Planning Services

- Identifies recommended goals and services
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- Teaches and trains
- Supports problem solving and conflict resolution
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- Organizes and conducts group activities
- Promotes health and wellness

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- Modifies plans and services based on individual and family experience

Category 8: Documenting

- Completes required documentation
- Balances privacy with documentation requirements

Category 9: Behaving Professionally and Ethically

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

Category 10: Developing Professionally

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

Work Sample: *I was doing my morning rounds to say hello to my patients when a particular patient stopped me and in an angry tone, asked me to stay in his room for a few minutes. He said that he was wondering when he was “getting out of here.” I sat down on the chair next to his bed and asked him to sit down as well. I said, “Good morning, Mr. Blackwell (fictional name), I understand you are wondering when you can leave this place, is that right?” So, I started with greeting him in a friendly way and then repeated what he said so that I showed him I understood him. I went on to ask him some questions about why he wanted to leave and told him I would check with his other providers, his caseworker, and his family to give him more information. This seemed to be helpful for Mr. Blackwell because he smiled and said, “thanks for your help...at least you are listening to me.”*

Reflection: Any other information that is relevant to understanding how this entry demonstrates your skills, attitudes, values, or competence in a given area of the direct care worker field.

Ask yourself these questions to facilitate your reflection process:

1. *How does this learning experience relate to my role as a direct care worker?*

This experience happened on the job so it is directly related to my work and role as a direct care worker.

2. *What did this experience teach me?*

I learned that slowing down and showing the person I am listening (by sitting down, repeating what the person says) that it can go a long way in making a person feel heard. I also think that having us both sit down was a way to avoid the patient from getting more angry and showed that I was willing to sit down with him for a few minutes and focus on his concerns.

3. *How am I a better direct care worker as a result of this experience?*

This was a positive experience for me because I usually want to rush through my morning duties. I need to continue to push myself to be patient and really take time to listen and show that I am listening.

