

**COMPETENCY MODEL FOR
CHILD CARE PROGRAM MANAGER
CLASS CODE 2492**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **CHILD CARE PROGRAM MANAGER**. (Numbers refers to the order of competencies in the Competency Bank).

- 3. Judgment and Decision Making
- 6. Attention to Detail
- 8. Safety Focus
- 20. Job Knowledge
- 28. Supervision
- 48. Shares Knowledge and Information
- 58. Industry Knowledge
- 60. Vision

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized, bolded, and underlined*), examples of behavioral indicators, and satisfactory and superior performance levels.

3. JUDGMENT AND DECISION MAKING – Accurately assesses situations, seeks new information if necessary, and applies all available information to reach sound conclusions/formulate effective response.

Level of Competency Required by Job:

Level 1: Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).

Level 2: **General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.**

Level 3: Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.

Examples of Behavioral Indicators:

- Effectively responds to atypical situations.
- Asks questions or otherwise obtains additional relevant information to make a decision.
- Formulates a decision and necessary actions based on available facts.
- Correctly infers appropriate response based on information provided and existing policies, personal experience, and/or consultation with others.
- Discusses conclusions/possible responses with others before taking action as necessary.
- Considers impact of decisions on all affected parties.

Performance Levels:

Satisfactory

Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.

Superior

Evaluates new situations accurately to establish an appropriate response or plan of action. Recognizes the impact on all affected parties, as well as the possible ramifications and/or repercussions of setting a precedent.

6. ATTENTION TO DETAIL – Extremely careful in addressing all aspects of each work assignment in order to produce “completed staff work” and/or avoid any negative outcomes.

Level of Competency Required by Job:

Level 1: Ensure all aspects of work assignment are completed as directed.

Level 2: Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce “completed staff work.”

Level 3: ***Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.***

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo’s, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory

Ensures that each task accomplished represents “completed staff work.” No remaining details/ inconsistencies for others to address.

Superior

All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

8. SAFETY FOCUS – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.

Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.

Level 3: **Carefully follow safety rules and procedures and consistently use all necessary safety equipment.**

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

Safety Focus Areas

1. Knowledge of safety principles and practices applicable to child care facilities, including provisions of the California Occupational Safety Act of child care facilities, to ensure the department is compliant with licensing requirements.

20. JOB KNOWLEDGE – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

Level 1: Knowledge is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.

Level 2: ***Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.***

Level 3: Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/ codes). Situations in which it is applied may vary greatly or be novel.

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice (“coaching”) to new employees regarding their work.
- Develops training programs for other employees.
- Sought out as a source of information by others.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/ programs and/or give internal and/or external presentations related to work.

**Child Care Program Manager (2492)
Job Knowledge Areas**

1. Knowledge of California Department of Social Services Child Care Licensing Policies and Procedures for Day Care Centers, such as knowledge of regulations applicable to the child facilities as they relate to staff, participants, and the physical plant in order to ensure the health and safety of children in care
2. Knowledge of the principles and practices applicable to Child Development, including planning, organizing, conducting, and coordinating recreational, educational, and developmental activities in order to ensure appropriate programming at childcare facilities.
3. Knowledge of best practices of play, recreation, and craft activities, including necessary age-appropriate supplies and equipment, to ensure suitability for children of various ages, interests, and abilities.
4. Knowledge of other public and community agencies and organizations concerned with child care services and support, including methods for integrating their services and programs offered, in order to ensure department efforts and goals are up-to-date.
5. Knowledge of participant privacy regulations, including social media, print, and publicity rules to ensure the safety of participants.

28. SUPERVISION – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

Level 1: Supervises small workgroup of employees performing the same or highly related work.

Level 2: Supervises a larger workgroup of employees performing various types of work.

Level 3: **Supervises employees including provision of coaching and advice to subordinate supervisors.**

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

48. SHARES KNOWLEDGE AND INFORMATION – Conveys all information relevant to each involved party in a thorough and timely manner.

Level of Competency Required by Job:

Level 1: Provide job-related information as it becomes available to others who are likely to need it or to whom it might be helpful.

Level 2: Keep all involved parties informed of work/project progress and other new information. Tailors content, level of detail, and timing of information provided to the perspective of each recipient.

Level 3: **Recognize different needs for different information and provide all affected parties with a description of the “big picture” as well as the breadth and detail of information relevant to their perspective.**

Examples of Behavioral Indicators:

- Provides thorough explanations with all relevant details.
- Uses multiple means of communicating (e.g., e-mail, telephone, meetings).
- Provides status reports of work/project progress to all involved parties.
- Informs others of changes at the earliest feasible time.
- Uses multiple addressees and “copies” others so all parties see exactly the same information and know who already has been informed.
- Draws from job knowledge and work experience to provide thorough descriptions and explanations.

Performance Levels:

Satisfactory

Readily communicates new, job-related information to all employees to whom it is relevant. Provides a level of detail and explanation appropriate to the recipient.

Superior

Ensures that all involved parties are provided the maximum amount of information feasible in as timely a manner as possible to facilitate work/project status. Shares job knowledge and experience to serve as a mentor or coach to others.

58. INDUSTRY KNOWLEDGE – Knows sources of information (publications, websites, professional associations), college programs, consultants, vendors, and peers within field of endeavor; accesses them when needed.

Level of Competency Required by Job:

Level 1: Can locate job-related information from external sources when necessary.

Level 2: **Read job-related publications and know/may be a member of professional associations. Some familiarity with college programs, consultants, vendors, and/or others in the field.**

Level 3: Subscribe to job-related publications and is a member of professional association(s). Know many college programs, consultants, and vendors, and has a well-developed network of peers within the field.

Examples of Behavioral Indicators:

- Reads/subscribes to job-related publications.
- Knows consultants/vendors in the field including their products/services and reputation.
- Attends conferences or other job-related training/presentations.
- Makes presentations to professional associations.
- Has contacts on college faculties to call upon if needed.

Performance Levels:

Satisfactory

Aware of external resources available in the field. Can locate and obtain materials and/or locate and contact professional associations, consultants, vendors, or peers if necessary.

Superior

Knows many external resources in field, including publications, educational programs, consultants, and vendors. Has a well-established network of peers. Belongs to professional associations and attends conferences or other training sessions. Provides research results and/or benchmarking data to the field.

60. VISION – Conceptualizes and conveys an ideal future in a way that creates employee acceptance and motivates employees to achieve it.

Level of Competency Required by Job:

Level 1: Envision a more efficient operational unit in which productivity is increased and product quality/quality of service is improved, and, at the same time, persistent problems and other frustrations for employees are eliminated to create a more pleasant work environment. Convey vision to employees and take all possible steps to make the vision a reality.

Level 2: **Envision a more efficient, better coordinated function in which organizational barriers and other factors that detract from performance are eliminated and the opportunity for gratifying individual contribution is enhanced. Convey vision to employees in a way that motivates them to support and help achieve vision.**

Level 3: Envision a more efficient and effective organization that is well recognized as an exemplary “organizational citizen” and an employer of choice. Identify strategies to achieve vision, and convey vision and strategies to staff in a way that enlists their enthusiastic support and commitment to achieving the vision.

Examples of Behavioral Indicators:

- Identifies and articulates an ideal future state.
- Considers both organizational and staff perspectives when developing vision for the future.
- Conveys vision for future to staff in a way that provides concrete description of the ideal and makes it seem achievable.
- Presents strategies and secures resources to achieve vision or, alternatively, identifies specific steps to be taken.
- Establishes responsibility and accountability for required actions.
- Recognizes, and conveys to staff, that ultimately this is a process, (a feature of organizational functioning), not a project.

Performance Levels:

Satisfactory

Envisions future, conveys vision, and, with staff, tries to achieve it.

Superior

Articulates ideal future state, generates enthusiasm/staff desire to achieve it.