

## Levels of Competence

Unconscious Incompetence	Conscious Incompetence	Conscious Competence	Unconscious Competence	Conscious Unconscious Competence
<p>Lacks awareness of the breadth and scope of the job, including this competency area.</p> <p>Competency area is important but worker does not recognize its importance.</p> <p>Tends to blame clients for lack of case progress in this area rather than trying or learning new strategies.</p> <p>Tends to identify organizational or environmental barriers to case progress in this area but does not recognize need for personal change.</p> <p>Continues to use “comfortable” strategies even when they fail to succeed.</p> <p>Unaware of cultural influences on performance in this competency area.</p> <p>Does not monitor self-performance in this area.</p>	<p>Recognizes the need to increase knowledge and/or skill in a specified competency area.</p> <p>Recognizes the need to change attitude to be more successful.</p> <p>Requests help in a competency area after recognizing that (s)he has very limited knowledge and skill compared to experienced, competent practitioners.</p> <p>Realizes that the job has changed and needs additional knowledge and/or skill.</p> <p>Recognizes that that knowledge base of the field has grown and wants to add to personal knowledge.</p> <p>Decided upon a future career goal and recognizes the need to increase knowledge and skill in a competency area to help achieve goal.</p> <p>Recognizes that (s)he is having trouble with certain aspects of the job or certain clients and believes that a better understanding and/or increase in skill will improve performance.</p>	<p>Relies on cues and prompts from supervisor or colleague.</p> <p>Often refers to notes when interacting with client.</p> <p>Interaction with clients appears to happen in distinct steps rather than a fluid bundle of steps.</p> <p>Frequently pauses and appears unsure of strategy.</p> <p>May at times appear to lose sight of goal.</p> <p>Anxiety interferes with performance.</p> <p>Responds to surface features or behavior, fails to recognize underlying patterns.</p> <p>Performance does not appear fluid and “automatic.” Worker appears to lack confidence.</p>	<p>Performance appears fluid and effortless.</p> <p>Intuitively recognizes underlying meaning of behavior.</p> <p>Appears confident and goal directed.</p> <p>Not easily distracted.</p> <p>Able to attend to the subtleties of client interaction.</p> <p>Is an effective role model for others to observe.</p> <p>Can demonstrate effective performance but has difficulty describing the process.</p> <p>Periodically, does not recognize when to not use overlearned skill.</p> <p>No longer monitors self-performance in this competency area.</p> <p>Has difficulty “teaching” the skill to others. May rely on demonstration.</p>	<p>Proficiently demonstrates a competency area as well as describes the self-performance process.</p> <p>Effectively communicates to others competent practice in this area in supervision, case conferences, training, etc.</p> <p>Effectively coaches others in this area.</p> <p>Teaches others through training or supervision.</p> <p>May communicate effective practice in the area through professional writing.</p>

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