COMPETENCY PROFILE
of
COMMUNITY RESOURCE LIAISON

Produced by

U. S. DEPARTMENT OF JUSTICE
National Institute of Corrections

December 1997

NATIONAL INSTITUTE OF CORRECTIONS
Morris L. Thigpen, Director

NIC Academy
Robert M. Brown, Jr., Chief

1960 Industrial Circle, Suite A
Longmont, Colorado 80501

Telephone: 303-682-0382
Toll Free: 800-995-6429
FAX: 303-682-0469
e-mail: gopher.usdoj.gov

Community Corrections Division
George Keiser, Chief
202-307-3995

Prisons Division
Susan M. Hunter, Chief
202-307-1300

Jails Division
Virginia Hutchinson, Chief
303-682-0639
800-995-6429

NATIONAL INSTITUTE OF CORRECTIONS
MISSION

The mission of the National Institute of Corrections is to:
provide leadership and assistance that is responsive to the needs of corrections.
NIC commits to clarify issues and shape current and future criminal justice
policies and practices that impact corrections.
NIC commits to clarify issues and shape current and future
criminal justice policies and practices that impact corrections.

Introduction

This DACUM (Developing A Curriculum) project, sponsored and produced by the National Institute of Corrections, is intended to address the field's need for job specifications related to Community and Restorative Justice. Since this is a new area for most correctional agencies, substantive job descriptions and specifications are few, leaving many agencies in the dark on who and how to hire, what kind of direction to provide, how to train and how to evaluate the performance of a new kind of worker. In other words there is little basis on which to perform new job duties and tasks demanded in a Community Restorative Justice construct.

DACUM is a technique used to identify particular job profiles for a specific occupation, in this case, a worker doing *community resource development* work. The DACUM process is a quick, yet highly valid job analysis technique. It is used to determine the competencies that should be addressed in a training curriculum. They are used to develop job profiles for all types of occupations including top-level managers and specialized jobs. This cost-effective and efficient technique has been validated through research and compares very positively with other job analysis methods.

DACUM is based on three premises: (1) expert workers can better describe their job than anyone else, (2) any job can be effectively described in terms of the competencies or tasks that successful workers in that occupation perform, and (3) the specific knowledge, skills, attitudes and tools required by workers in order to correctly perform their tasks can also be described.

Fundamentally, the DACUM process is brainstorming in a well-organized, step-by-step manner. During the DACUM work session, the facilitator systematically guides the panel members through brainstorming and consensus-reaching discussions to describe their job in terms of main duties and specific tasks. The result of the first part of the DACUM process is a chart or profile that shows the duties and tasks performed in the occupation. The profile also lists necessary worker traits and attitudes, general skills and knowledge, and the tools and equipment the worker uses.

In addition to curriculum development, DACUM profiles can be used in several other ways. They are used to develop accurate job descriptions, to evaluate if existing programs provide training for the competencies needed for today's jobs, as a pretest to determine the training needs of staff, to develop competency-based post tests for training, to develop auxiliary components to a training program such as computer-based training and video tapes, and as the foundation for developing a complete training program for a specific job in the correctional system. Additionally, DACUM profiles can be used for the performance planning and evaluation of programs and staff who are doing community and restorative work.

For this project, NIC identified and brought together persons from around the country who are performing in community and restorative roles and functions (as closely as possible) to participate in the two-day process. The following are the results of the first DACUM process used to develop a job profile on a "community oriented" position. The DACUM panel selected for this process focused on the nature of a correctional job that was designed to be a "resource liaison" to the community; thus the title; *Community Resource Liaison.*

The occupational analysis focus group came up with several considerations as being significant in the delivery of community restorative services, and which need to be taken into account when working with the community in this sort of position. These considerations are summarized below:

Challenge Conventional Assumptions - Conventional assumptions about criminal justice often put all the power and responsibility for responding to crime in the hands of government. Victims, the community and offenders do not share the power and responsibility to address crime. A Community Resource Liaison worker must challenge these conventional assumptions by fostering an atmosphere of sharing power and responsibility. This is educating, developing resources for, facilitating, and supporting shared power and responsibility.

The Community - Recognizing that there are various definitions of "community", the community should nonetheless be recognized as a victim of crime - and as such, should be directly involved in the justice process (i.e., resolution of crime). Because every community's needs and characteristics are different, problems relating to crime need to be defined and solved at the local level. The community has shared responsibility for the safety and behavior of its members, and should take a leadership role in providing means for (1) victim needs to be met, (2) conflict to be resolved, and (3) offenders to be rehabilitated and reintegrated. Citizens create the commonwealth. Managing behavior and resolving crime (or doing justice) is public work. Citizen action is necessary for the reasons described above, but it also empowers citizens to be actors in the life of their community - workers who together build the commonwealth.

Shared Power and Responsibility - Community, victims, and offenders will be more satisfied with direct involvement in addressing crime and resolving disputes. Mediation and other forms of alternative dispute resolution meets the needs of victims and communities and brings resolution. More acceptability occurs in the community by making it safer, decreasing response time to conflict, and addressing what's wrong. Repair is more relevant and satisfactory. When the community and the victim is involved it costs less and offenders pay more. Restitution does happen when shared by victims, offenders, and the community.

Education - Ongoing education around restorative justice and community concerns is important. This is facilitated by developing training, hosting forums, distributing material, and sponsored neighborhood events in conjunction with community agencies and corrections personnel. One must work to educate the general citizenry about restorative justice in general, and local initiatives in particular.

People/Relationship Centered - Community and restorative justice is people/relationship centered and requires continued communication which is circular, internal and external to an organization and is constantly evolving. It also requires a fluid procedure which is inclusive of victims and community partnerships, and allows for their changing needs and continual input.

Art vs. Science - Community and restorative work requires one to be present while not imposing, holistic and circular, and stimulating, but not directing. It cannot be forced into single cultural parts. It works on many levels at once, and pays attention to intangibles. It has multiple forms of expression and communication. You learn as you go along and your intuition is important. You move in many dimensions at once. Passion shapes performance.

Organic process - community and restorative work is organic by nature. Actions are guided by the vision (as plant life grows toward the sun). Caution must prevail about defining partnership too quickly; as ambiguity and silence create space for ideas to surface. Reflection on experience guarantees future doors open as you go, which cannot be predicted or controlled. Principles and values are constantly revisited. There is a sense of life in the work people do together. While you have your own energy, you need to go with the flow of the most energy. You cannot predict it precisely.

NATIONAL INSTITUTE OF CORRECTIONS
COMMUNITY RESOURCE LIAISON

DUTIES   **TASKS**

Duty					
Engage community participation	A-1 Hold community forums	A-2 Generate opportunities for dialogue	A-3 Solicit community issues/problems	A-4 Solicit community solutions	A-5 Solicit community priorities
Promote understanding of RJ/CJ*	B-1 Develop community training/ education	B-2 Develop staff training/ education	B-3 Conduct Restorative Justice forums/ conferences	B-4 Identify threats and opportunities	B-5 Expose restorative processes and programs
Identify stakeholders/ partners	C-1 Identify existing resources	C-2 Respond to stakeholder requests	C-3 Involve victim participation	C-4 Determine stakeholder gaps/barriers	C-5 Identify stakeholder needs/interests
Marketing/ communication externally	D-1 Identify media relations person	D-2 Conduct media training	D-3 Make public presentations	D-4 Develop media releases	D-5 Advise stakeholders
Conduct needs/interest assessment	E-1 Identify citizen group and organizational targets	E-2 Develop assessment tool, survey or process	E-3 Engage with assessment protocol/tool	E-4 Document assessment information	E-5 Publish assessment information
Establish an action plan	F-1 Explore RJ concepts and model designs	F-2 Negotiate goals and objectives	F-3 Develop outcome measures	F-4 Draft a plan	F-5 Analyze feasibility
Monitor/ evaluate plans	G-1 Maintain community involvement	G-2 Continue outreach and recruitment	G-3 Evaluate implementation process	G-4 Evaluate outcomes	G-5 Provide quality assurance
Build community partnerships	H-1 Assess community issues/interests	H-2 Develop stakeholder coalition	H-3 Facilitate community roundtables	H-4 Invite stakeholders to worksites	H-5 Conduct community meetings
	H-12 Assess agency and community commitment	H-13 Identify community networks	H-14 Join community organizations	H-15 Identify network gaps	H-16 Identify community and stakeholder priorities
	H-23 Identify key players and roles	H-24 Develop trust and rapport	H-25 Create advisory boards	H-26 Attend informal gatherings and events	

* Restorative Justice/ Community Justice

A-6 Address cultural issues	A-7 Identify committed leaders	A-8 Facilitate community responsibility/ accountability	A-9 Develop individual roles/ responsibilities	A-10 Document process and outcomes	
B-6 Organize resource center					
C-6 Get resource commitments	C-7 Create resource partnership	C-8 Locate future resources			
D-6 Publish newsletter	D-7 Provide information to agencies/groups	D-8 Create opportunities for media participation			
E-6 Develop strategies and practices	E-7 Conduct focus groups				
F-6 Review and modify plan	F-7 Identify implementation barriers				
G-6 Provide feedback	G-7 Review plan with stakeholders				
H-6 Invite people to meetings	H-7 Develop vehicle for communication	H-8 Develop informational material	H-9 Hold topical symposium	H-10 Enlist community and organizational support	
H-17 Establish contact network	H-18 Facilitate meeting committees	H-19 Promote conflict resolution	H-20 Facilitate ground rules	H-21 Provide physical space and resources	H-21 Orient community and team members

COMMUNITY RESOURCE LIAISON

DUTIES   **TASKS**

Develop partnership infrastructure				
I-1 Secure agency commitment	I-2 Identify resources and funding	I-3 Develop a plan	I-4 Maintain documentation records	I-5 Facilitate vision and mission
I-12 Develop skills training for partners	I-13 Get resource commitments	I-14 Manage membership changes	I-15 Create resource sharing expectation opportunities	
J-1 Identify/develop conflict management process	J-2 Encourage dialogue and feedback	J-3 Develop crisis response capacity	J-4 Solicit and facilitate feedback	J-5 Create a problem solving atmosphere
K-1 Seek and acknowledge community leadership	K-2 Seek community definitions of problems/issues	K-3 Foster community and justice partnership	K-4 Responsively engage community	K-5 Create dynamic/fluid processes and structures

Duties column arrows: Develop partnership infrastructure; Manage problems, conflicts and barriers; Build and maintain relationships

Community/Restorative Justice Worker
Knowledge, Skills, and Traits

Knowledge
Accessing resources
Accessing information
Community stakeholders
Community resources
Criminal Justice System
Evaluation methodologies
Information and referrals
Interpersonal intelligence
Multiple systems
Political acumen
Principal of CRJ
Process of change
Understand human behavior

Skills
Analytical
Communication
Computer
Conflict management
Letting go (sharing power)
Listening
Managing uncertainty
Marketing
Media relations
Meeting management
Outreach and recruiting
Public speaking
Synthesize information
Training delivery
Victim sensitivity

Training needs:
Bold indicates major areas of training needs
Italicized indicates minor areas of training needs

I-6 Develop operation process protocols	I-7 Develop communication protocols	I-8 Establish meeting processes	I-9 Develop ground rules	I-10 Orient members	I-11 Facilitate clarity and understanding
J-6 Check perceptions	J-7 Scan and anticipate problems	J-8 Stay abreast of changes			
K-6 Develop learning communities and relationships	K-7 Promote nonhierarchical models and structures	K-8 Create inclusive structures, processes and environments	K-9 Foster organization flexibility	K-10 Develop and maintain cross agency relationships	

Traits

Approachable	Organized
Common sense	Passion
Community investment	Patience
Compassion	Positive Attitude
Consensus building	Quick learner
Empathy	Responsiveness
Energetic	Resourceful
Flexibility	Self directed
Frugal	Sense of humor
High self-esteem	Sensitive to diversity
Humble	Sensitive to limitations
Non-judgemental	Team player
Non-territorial	Walk the talk

This DACUM project was facilitated
Bruce Wolford,
Training Resource Center,
Eastern Kentucky University
and directed and produced by
Michael Dooley, Program Specialist
from the
National Institute of Corrections, Academy