



Career Service Authority

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Lead Utilization Management Coordinator

GENERAL STATEMENT OF CLASS DUTIES

Performs permanently assigned lead work over Utilization Management Coordinators responsible for the coordination of residential, group home, and foster home placement of children and youth in DHS custody, including placement oversight, community collaboration, and fiscal management; and also assists management in formulating the goals, objectives and work plans of the Utilization Management Unit.

DISTINGUISHING CHARACTERISTICS

This class performs permanently assigned lead work over Utilization Management Coordinators and assists management in formulating the goals, objectives and work plans for the unit. It is distinguished from the class of Lead Social Caseworker that performs permanently assigned lead work over professional social case workers, assists a Social Case Worker Supervisor establish unit goals, plans, and specific unit functions, and provides intensive social case work services.

Guidelines, Difficulty and Decision Making Level:

Guidelines are generally in the form of stated objectives only, with issues and factors largely undefined, requiring the employee to exercise creativity and ingenuity in devising criteria, techniques, strategy and methodologies for approaching assigned functions or projects.

Duties performed involve concepts, theories and concrete factors to be evaluated and weighed, requiring a high degree of analytical ability, and independent judgment and decision-making.

Work assignment is generally unstructured and employee is responsible for organizing complex, varied and simultaneous coordination of several functions, programs or projects in various stages of completion.

Level of Supervision Received and Quality Review:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence. Work is reviewed for adherence to instructions, accuracy, completeness, and conformance to standard practice or precedent. Recurring work clearly covered by guidelines may or may not be reviewed.

Interpersonal Communications and Purpose:

Contacts of a remedial nature involving the resolution of problems and where some degree of discretion and judgment are required in carrying out a major program and/or function of the organization.

Level of Supervision Exercised:

Performs permanently assigned lead work over professional Utilization Management staff.

ESSENTIAL DUTIES

Makes decisions and advises caseworkers, administrators, management and community stakeholders regarding complex placements for children/youth in DHS custody.

Coordinates emergency placements and monitors the safety of children/youth that are being removed from their home or need to be moved from a foster home, group home, or residential facility, detention facility, or hospital setting.

Performs permanently assigned lead work over Utilization Management team members, provides guidance regarding placements, assists in distributing and balancing workloads, and answers questions related to policies and procedures.

Participates in, gives advice, and consults with team members on unusual, difficult, or complex cases; and when necessary and appropriate, coordinates the placement activities involving complex, difficult, and complicated problems/cases and makes the final determination on the appropriate course of action.

Trains team members on utilization management techniques and methodologies, orients workers with appropriate laws, policies, regulations, and procedures, and ensures that work conforms to standards, regulations, and laws of state and federal agencies.

Makes decisions in emergency situations where there is no opportunity or time to seek supervisory assistance or conduct significant analysis of the options.

Assists management in formulating planning initiatives, objectives, procedures, and guidelines for the Utilization Management unit.

Assists agency with creating policy and procedures.

Responds orally to informal grievances and relays information to the supervisor.

Performs other duties as assigned.

Any one position may not include all of the duties listed.
However, the allocation of positions will be determined by
the amount of time spent in performing the essential duties
listed above.

MINIMUM QUALIFICATIONS

Competencies, Knowledge, & Skills:

Integrity/Honesty – Contributes to maintaining the integrity of the organization, displays high standards of ethical conduct, understands the impact of violating these standards on an organization, self, and others, and is trustworthy.

Reading – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

Attention to Detail – Is thorough when performing work and conscientious about attending to detail.

Interpersonal Skills – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Self-Management – Sets well-defined and realistic personal goals, displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner, works with minimal supervision, is motivated to achieve, and demonstrates responsible behavior.

Writing – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

Oral Communication – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

Teamwork – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

Problem Solving – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Planning and Evaluating – Organizes work, sets priorities, determines resource requirements, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

Reasoning – Identifies rules, principles, or relationships that explain facts, data, or other information, analyzes information, and makes correct inferences or draws accurate conclusions.

Customer Service – Works with customers to assess needs, provide assistance, resolve problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Diversity – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Leadership – Initiates and sustains action to accomplish the goals of a department by guiding and motivating others and gaining the confidence and active support of subordinates, peers,

administrative staff from other organizations, internal and external customers, and local stakeholder groups. Achieves voluntary commitment to shared values and goals and adapts leadership style to different situations.

Knowledge of statistics sufficient to be able to interpret and analyze information and perform statistical calculations.

Knowledge of crisis intervention theory sufficient to be able to perform the duties related to the work assignment.

Skill in making decisions in emergency situations where there is no opportunity or time to seek supervisory assistance or conduct significant analysis of the options.

Physical Demands (Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs):

Sitting: remaining in the normal seated position.

Handling: seizing, holding, grasping, or otherwise working with hand(s).

Fingering: picking, pinching, or otherwise working with fingers.

Talking: expressing or exchanging ideas by means of spoken words.

Hearing: perceiving the nature of sounds by the ear.

Repetitive motions: making frequent movements with a part of the body.

Eye/hand/foot coordination: performing work through using two or more.

Near Acuity: ability to see clearly at 20 inches or less.

Depth Perception: ability to judge distances and space relationships.

Field of Vision: ability to see peripherally.

Accommodation: ability to adjust vision to bring objects into focus.

Working Environment:

Contact with clients under a wide variety of circumstances.

Subject to varying and unpredictable situations.

Pressure due to multiple calls and inquiries.

Subject to many interruptions.

Subject to long irregular hours.

Education Requirement:

Bachelor's Degree in Social Work, Psychology, Sociology, Guidance and Counseling, or a closely related field.

Experience Requirement:

Three years experience in professional social case work involving the placement of children and youth in out-of-home care.

Education/Experience Equivalency:

A Masters Degree in Social Work, Psychology, Sociology, Guidance and Counseling, or a closely related field may be substituted for one year of the experience requirement.

Licensure and/or Certification:

Possession of a valid driver's license at the time of application.

CLASS DETAIL

FLSA CODE: Exempt

ESTABLISHED DATE: 12/18/2011

ESTABLISHED BY: Tony Gautier

REVISED DATE:

REVISED BY:

CLASS HISTORY 12/2011 - This is a new class established specifically for DHS.