



The Minnesota Frontline Supervisor Competencies and Performance Indicators

A Tool for Agencies Providing Community Services



Research and Training Center on Community Living · Institute on Community Integration (UAP)
Minnesota Department of Human Services – State Operated Services



The College of Education
& Human Development

UNIVERSITY OF MINNESOTA



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Introduction

The purpose of the Frontline Supervisor Competencies and Performance Indicators project is to identify those competencies required of frontline supervisors providing community support services to people with developmental disabilities in order to foster the development and implementation of excellence in service provision. The first step in developing an effective training program for frontline supervisors is to identify those skills and competencies toward which all frontline supervisors must aspire. These competencies form the foundation for (a) developing, improving and implementing educational and training programs, (b) developing a better understanding of the role and functions of frontline supervisors, (c) creating job structures that support frontline supervisor roles, (d) improving *responsiveness* to people who receive community supports and (e) improving service quality.

The direct support personnel and frontline supervisors who participated in the focus groups as a part of this project expressed strong convictions that clearer job expectations and definitions are required. They also identified the need for educational and training opportunities and other supports for frontline supervisors. The roles and responsibilities of direct support personnel are shifting as community supports become the norm in service delivery; so too are the roles and responsibilities of frontline supervisors. As a result, training and educational programs, support systems, and organizational development practices must respond to these changing roles and responsibilities.

Supervisors are often asked to support and coordinate more than one program site, supervise direct support personnel with whom they rarely interact, and communicate and coordinate supports with a multitude of professional staff and community members. For many, the role of frontline supervisor is described as “impossible,” “chaotic,” “overwhelming,” or “stressful.” As a result many frontline supervisors are burned out. In fact in Minnesota the turnover rate for these positions is 27% (Larson, Lakin & Bruininks, 1998). This is not acceptable. Efforts must be made to improve the quality of services to Minnesotans with developmental disabilities by better supporting those who provide services and supports - frontline supervisors and direct support personnel.

Context

In Minnesota the majority of supports to citizens with disabilities are now provided in the context of their family home or local community. Previously, most people receiving supports resided in large institutions. In 1997, 9,140 Minnesotans received residential services in small community homes in which six or fewer individuals resided. In 1977, only 286 of people receiving services lived in community homes with six or fewer people (Prouty & Lakin, 1998). As a result of this movement from large institutional services to small community services and supports, substantial issues have evolved regarding staffing and supports needed for community staff. Much attention has been focused on difficulty in finding (Larson, Hewitt & Anderson, in press), training (Minnesota State Technical College Task Force Report, 1993), and the seemingly impossible feat of keeping direct support personnel (there is a 46% turnover rate in small community residential programs in Minnesota) (Larson, Lakin & Bruininks, 1998). Although many solutions to these problems have been identified and discussed in the literature (Hewitt & Larson, 1998; Jaskulski & Ebenstein, 1996; Taylor, Bradley & Warren, 1997) only a few coordinated action steps have occurred in Minnesota to address the problems. One such effort has been the Minnesota Statewide Direct Service Training Initiative which has been working over the past several years to improve educational and training opportunities for direct support personnel. One component of this effort has been the development of the *Community Supports Program for People with Disabilities* - a career and educational pathway for direct support professionals which includes introductory certificate, specialized diploma and AAS educational awards.

Of critical importance to resolving these direct support workforce issues in Minnesota is addressing issues regarding the quality of the supervision direct support personnel receive. Direct support personnel report that two of the biggest reasons they have for leaving their positions are difficulty in getting along with coworkers and issues with their supervisors (Larson, Lakin & Bruininks, 1998). Both of these reasons for leaving can be addressed by improving the skills of frontline supervisors. When supervisors facilitate teamwork, communicate effectively, supervise fairly, and provide adequate support to direct support personnel, chances are that the staff with whom they work will remain in their positions longer and provide higher quality services and supports to the individuals who receive services. To that end, it is of critical importance that the duties and roles of frontline supervisors are identified, that sufficient and effective training be delivered to frontline supervisors and that frontline supervisors are supported in their work.

Coalition

This project was completed within the state of Minnesota and funded by the Minnesota Department of Human Services - State Operated Services (Contract # OWSS-H55-31048330) with additional project support coming from the Federal Department of Health and Human Services - Administration on Developmental Disabilities (CFDA #93-632). Though initially intended to include only State Operated Services, a commitment was made by the Steering Committee to include private sector agencies to gather input regarding frontline support issues and strategies and to develop a forum for collaboration. This project brought together 160 direct support personnel, lead staff, frontline supervisors and managers working in 11 agencies throughout Minnesota. One result of this effort was an overwhelming positive response of participants to networking opportunities between the various agencies involved in the project - including public and private sector agencies.

A Tool with Many Uses

The Minnesota Frontline Supervisor Competencies and Performance Indicators: A Tool for Agencies Providing Community Supports was developed with a number of potential uses in mind. These uses are listed below:

- To better understand the roles and responsibilities of frontline supervisors supporting individuals with developmental disabilities in community support settings and to use this information in designing and managing new support for consumers.
- To design new curriculum for frontline supervisors that better addresses the skills and competencies required of them.
- To modify existing curriculum for frontline supervisors to better address the skills and competencies required in their jobs.
- To develop a certificate component for the *Community Supports for People with Disabilities Program* (CSP) within the Minnesota Technical and Community Colleges designed specifically for frontline supervisors.
- To assess and evaluate the current skills and training needs of frontline supervisors in Minnesota.
- To assess and evaluate strengths and weaknesses of existing training and educational programs for frontline supervisors in Minnesota.

What is Community Support Work?

The Contemporary Community Support Agency

Recognizing that the long term viability of these competencies and their utility in guiding users to the most progressive forms of work would be highly dependent on anticipating the future direction of human services, the project was guided by the work of the Technical Committee for the development of the Community Support Skill Standards (CSSS) (Taylor, Bradley, & Warren, 1996). The CSSS development work utilized industry advisors, current research, and other strategies to capture important trends in contemporary community human services. The competencies identified for frontline supervisors are responsive to future trends.

The CSSS development work also created a working definition of the characteristics of progressive human service agencies, which was based on information from the National Center on Education and the Department of Labor Office of Work Based Learning and O'Brien and O'Brien, 1993. This definition includes the following characteristics:

Characteristics Specific to Human Services Organizations:

- ☑ Emphasize consumer empowerment (customer-driven).
- ☑ Utilize creative, holistic planning processes to assist people and families in creating individualized supports.
- ☑ Use an integrated approach where service participants are perceived and supported in the context of their families, friends, and communities.
- ☑ Have explicit mission and principles to guide the provision of support.
- ☑ Emphasize the strengths, gifts, and potential of people who are served and the removal of any barriers to full participation and inclusion in society.
- ☑ Invest in staff development and continuity (investing in human capital).
- ☑ Have a decentralized authority and responsibility with clear leadership.
- ☑ Organize the use of resources in flexible ways to ensure responsiveness to the evolving life situations of service participants.

General Organizational Characteristics:

- ☑ Flat organizational structure.
- ☑ Communication across, within, and between all players and functions within an organization.
- ☑ Integration of work as a whole job rather than discrete tasks.
- ☑ Communication among direct support personnel, supervisors, managers, and executives.
- ☑ Encouragement of job flexibility and rotation.
- ☑ Supervision that emphasizes coaching rather than discipline.
- ☑ Openness to conflict and disagreement.
- ☑ An organizational culture that emphasizes quality, performance and productivity.

(Adapted from *The Community Support Skill Standards*, HSRI, 1996)

In addition to using the CSSS vision of contemporary human service organizations, project staff worked with the Minnesota State Operated Services Steering Committee to develop a set of values and visions for Minnesotans with disabilities. These values and visions (see below) were used to guide focus group participants in identifying the necessary competencies of frontline supervisors.

Values and Visions Statement

Mission

Design, implement, and evaluate community support services that help people live as valued, contributing and self-determined members of their community.

Vision

Community services to people with disabilities in Minnesota help communities recognize, provide and use their capacities to include all of their members. Community services provide exemplary service and supports for consumers and direct support personnel (DSP) through continued evaluation and ongoing systemic change.

Participant Values

These statements describe how we know that people are living as valued, contributing, and self-determined members of their community. The DSP values, workplace culture values, and system values that follow must directly support these participant values to have significance.

- People are empowered to live self-determined lives.
- People are free from abuse and neglect.
- People are satisfied with services, supports, and personal life situations.
- People are supported to develop life-styles that encompass the activities, relationships and opportunities that are important to them.
- People are supported in their relationships with community and family members.
- People are treated with dignity and respect when crises emerge.
- People define what quality means for them.
- People have and keep personal possessions.
- People have and use natural supports.
- People have needed economic resources.
- People have services to support their best possible health.
- People have opportunities to explore new and different things in alignment with their preferences.
- People have opportunities to take risks in a context that recognizes their responsibilities but also attends to their vulnerabilities.
- People have time, space and opportunity for privacy.
- People have valued roles in families, friendships, intimate relationships, workplaces, communities, and groups in which they choose membership.

- People make choices (including unpopular choices) for themselves regarding services and supports, personal goals, where and with whom they live, the work they do, how they use their free time, and their daily routine.
- People receive supports that are flexible in type and duration, individualized, and provided on a community scale.
- People receive the supports they want and need.
- People, their individuality, and their cultural heritage are valued and respected.
- People's capabilities, strengths, and potential are accentuated by the supports provided.
- People's rights are valued and respected and they are afforded due process if their rights are limited.

DSP Values

These values help direct support personnel to uphold the values identified and outcomes inferred in the Participant Values section and are only relevant if they actually lead to accomplishing those outcomes.

- DSP are aware of rights, responsibilities, and consequences of their actions.
- DSP are flexible and willing to try new things.
- DSP are non-judgmental.
- DSP have a holistic view of the person and a broad understanding across life domains including work, home, family, and leisure.
- DSP know and abide by professional, legal, ethical and moral standards.
- DSP know themselves, their biases, and the limits of their expertise.
- DSP play a proactive role as a community connector, resource coordinator, and advocate.
- DSP provide culturally competent supports.
- DSP respect, support, and value the contributions of each consumer in plans and actions.

- ☑ DSP support and encourage people as they explore new opportunities.
- ☑ DSP understand and respect personal boundaries.
- ☑ DSP understand systemic boundaries.
- ☑ DSP treat their roles as supporters rather than as controllers of people.
- ☑ DSP value and nurture partnerships and relationships with consumers, coworkers, team members, and community members.

Workplace Culture Values

These values help agencies to uphold the values and accomplish the outcomes inferred in the Participant Values section and are only relevant if they help DSP to accomplish those outcomes.

- ☑ Agencies help DSP in their quest for a better way to support people.
- ☑ Agencies consider the role of the team to help and empower DSP to do their jobs.
- ☑ Agencies create opportunities to honor the work and enhance the status of DSP.
- ☑ Agencies expect and provide opportunities to develop competent DSP performance.
- ☑ Agencies invest in human capital.
- ☑ Agencies provide opportunities for DSP to express themselves and are open to new options and ideas.
- ☑ Agencies support and actively foster a team environment.
- ☑ Agencies understand, value, and nurture DSP knowledge and expertise.
- ☑ Agencies value and respect the role, contributions, and careers of DSP.
- ☑ Agencies value and respect the cultural backgrounds and contributions of DSP.
- ☑ DSP have opportunities to express their competence.

- ☑ DSP are empowered and nurtured to make decisions and to take risks.
- ☑ People who spend the most time with the person are recognized as knowing the person best.
- ☑ DSP training is consistent with and supports achievement of the mission statement.

System Values

These values help systems to uphold the values and accomplish the outcomes inferred in the Participant Values section and are only relevant if they actually help agencies to accomplish those outcomes.

- ☑ Systems balance requirements for initial technical expertise with content of subsequent training.
- ☑ Systems support agencies in developing better ways to support people.
- ☑ Systems build the capacity of agencies to support persons with disabilities (fix the system rather than fix the person) by emphasizing:
 - local resources, supports, and participation.
 - broad community responsibility.
 - community connections.
 - welcoming roles of community.
- ☑ Systems assist agencies as they empower DSP to have valued roles.
- ☑ Systems monitor whether individual participant values and outcomes are being achieved.
- ☑ Systems enhance their own and other's capability to support people with disabilities.
- ☑ Systems provide necessary resources.
- ☑ Systems support community and family members in their relationships with consumers.

Development of The Minnesota Frontline Supervisor Competencies and Performance Indicators – Methodology

The Minnesota Frontline Supervisor Competencies and Performance Indicators were developed with input from focus group participants, survey respondents and expert reviewers. A total of twelve focus groups of direct support staff, lead workers, frontline supervisors and managers were held in 1998. The purpose of these focus groups was to identify the job tasks and duties needed by frontline supervisors in Minnesota using a modified DACUM (Developing a Curriculum) Analysis. Focus group participants were also asked a series of open ended questions regarding barriers and supports needed to achieve the project values and visions, orientation and training practices for direct support staff and frontline supervisors, as well as general training needs. The information gathered from all of these focus groups was coded and synthesized into broad competency areas. This summary was then validated by participants in validation workshops. These participants were asked to further refine the synthesized information by identifying duplicative tasks and duties and re-categorize those tasks and duties that seemed to belong in other broad category areas. The modifications made by the validation workshop participants were incorporated into the final job analysis results. The final job analysis results were used by project staff to develop the descriptions of the broad competency areas, competency statements, and performance indicators.

General Characteristics and Attributes of an Effective Supervisor

In addition to identifying competencies and performance indicators for frontline supervisors, a number of attributes and general characteristics were also identified. In looking for potential new supervisors, it is important to keep this list of characteristics in mind. Individuals who self-report or for whom references are provided that indicate the individual has these characteristics and attributes may be better suited to serve as frontline supervisors than people who do not have these characteristics and attributes.

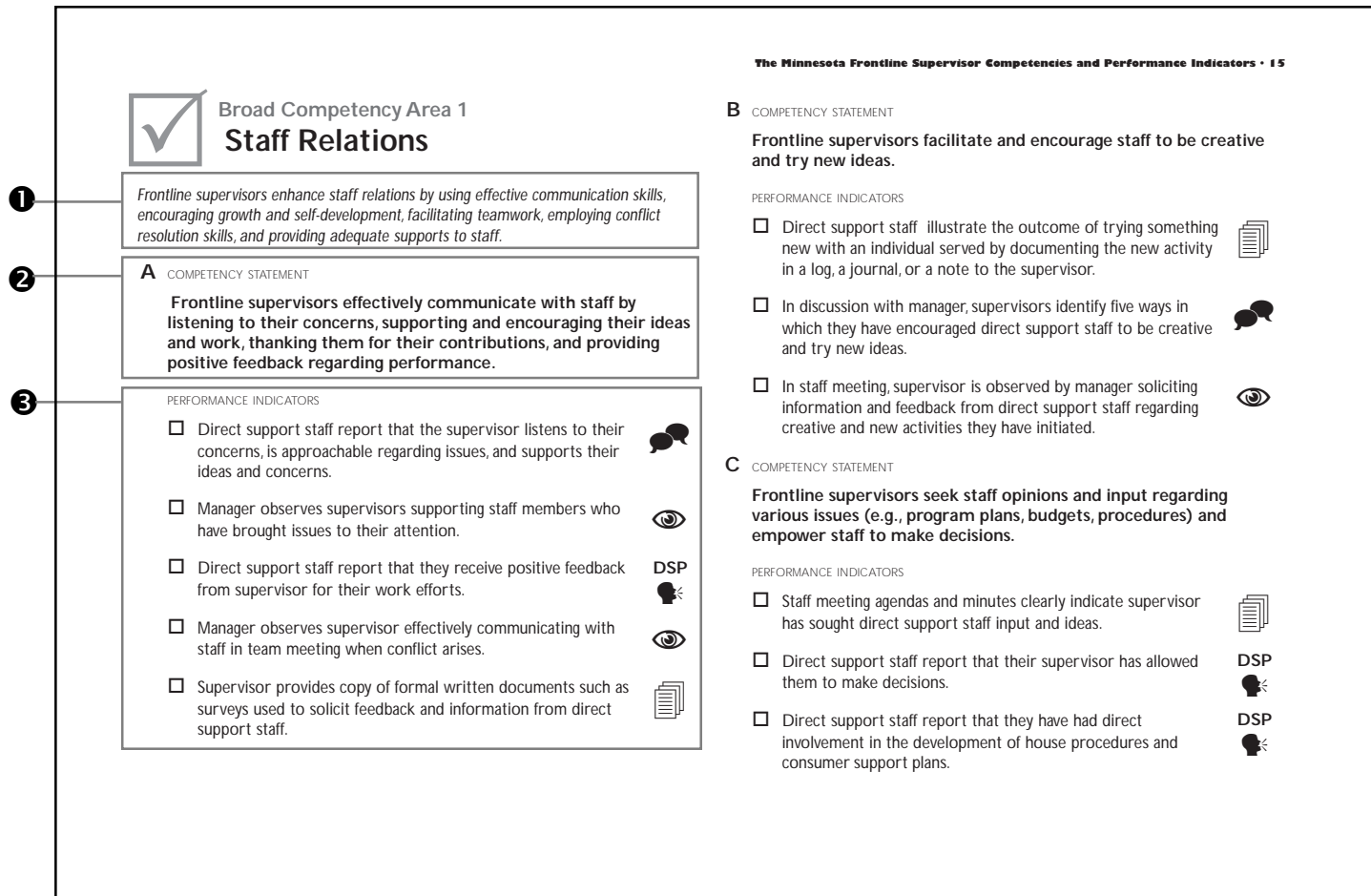
- Compassionate
- Creative
- Decisive
- Empathetic
- Fair
- Flexible
- Humble
- Humorous
- Objective
- Problem-solver
- Respectful
- Self-directed
- Self-evaluative
- Understanding
- Visionary
- Systems-thinker (able to see “the big picture”).

Introduction to the Competencies and Performance Indicators

The Frontline Supervisor Competencies and Performance Indicators are organized around 14 broad competency areas describing the roles and responsibilities of frontline supervisors. Within each broad competency area a number of competency statements and performance indicators are listed. These areas, competencies, and performance indicators were developed as a result of a series

of job analysis focus groups and validation workshops held throughout Minnesota with direct support personnel, lead workers, frontline supervisors, and managers. Below is a description of how the Minnesota Frontline Supervisor Competencies and Performance Indicators are organized. The figure below illustrates how the competencies and performance indicators are formatted. See the next page for brief descriptions of the major components.

Following the competency areas and performance indicators, you will find blank performance checklists which may be duplicated and used in training supervisors of direct support personnel.



1 Broad Competency Areas

The 14 competency areas define broad areas of responsibility for the job tasks and duties performed by frontline supervisors working in community services supporting individuals with developmental disabilities in Minnesota. Each broad competency area is indicated by a number and is described briefly in italics below the title.

The 14 competency areas are:

1. Staff Relations
2. Direct Support
3. Consumer Support Networks
4. Program Planning and Monitoring
5. Personnel Management
6. Training and Staff Development Activities
7. Public Relations
8. Maintenance
9. Health and Safety Issues
10. Financial Activities
11. Scheduling and Payroll
12. Coordinating Vocational Supports
13. Coordinating Policies, Procedures and Rule Compliance.
14. Office Work

2 Competency Statements

Several competency statements are identified within each broad competency area. These statements reflect specific job duties and tasks required of frontline supervisors working in community service settings for people with developmental disabilities. These are indicated by capital letters. There can be as many as 26 competency statements in each broad competency area.

3 Performance Indicators

Performance indicators are identified for each competency statement. These indicators are designed to identify ways in which frontline supervisor performance could be demonstrated. This is not intended to be an exhaustive list – it does, however, provide several possible ways in which performance could be measured. The performance indicators are indicated by a bullet (□) and feature an icon to suggest an appropriate method of gauging performance. Definitions of the types of performance indicators, and the icons that represent them, are identified below.



direct observation – manager observes the supervisor completing this task or demonstrating skill as a part of their routine work activity.



demonstration – manager asks the supervisor to physically demonstrate a task or skill so they can see the supervisor “in action,” yet not as a routine part of their work activity.



document review – manager reviews written records or documents.



portfolio product – manager reviews materials initiated and prepared by supervisor that the supervisor feels demonstrates competence.



discussion – manager engages in discussion with supervisor regarding a certain task or skill.



consumer/family/community member report – manager seeks input from consumer, family member or community member regarding supervisor competence.

peer



peer/other staff report – manager seeks input from a supervisor's peer regarding supervisor competence.

DSP



direct support personnel report – manager seeks input from direct support personnel regarding supervisor competence.



written test/scenario – supervisor performance on a written test related to task or skill.








Broad Competency Area 1 Staff Relations

Frontline supervisors enhance staff relations by using effective communication skills, encouraging growth and self-development, facilitating teamwork, employing conflict resolution skills, and providing adequate supports to staff.

A COMPETENCY STATEMENT

Frontline supervisors effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, thanking them for their contributions, and providing positive feedback regarding performance.




PERFORMANCE INDICATORS

- Direct support staff report that the supervisor listens to their concerns, is approachable regarding issues, and supports their ideas and concerns. 
- Manager observes supervisors supporting staff members who have brought issues to their attention. 
- Direct support staff report that they receive positive feedback from supervisor for their work efforts. 
- Manager observes supervisor effectively communicating with staff in team meeting when conflict arises. 
- Supervisor provides copy of formal written documents such as surveys used to solicit feedback and information from direct support staff. 

B COMPETENCY STATEMENT

Frontline supervisors facilitate and encourage staff to be creative and try new ideas.




PERFORMANCE INDICATORS

- Direct support staff illustrate the outcome of trying something new with an individual served by documenting the new activity in a log, a journal, or a note to the supervisor. 
- In discussion with manager, supervisors identify five ways in which they have encouraged direct support staff to be creative and try new ideas. 
- In staff meeting, supervisor is observed by manager soliciting information and feedback from direct support staff regarding creative and new activities they have initiated. 

C COMPETENCY STATEMENT

Frontline supervisors seek staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empower staff to make decisions.




PERFORMANCE INDICATORS

- Staff meeting agendas and minutes clearly indicate supervisor has sought direct support staff input and ideas. 
- Direct support staff report that their supervisor has allowed them to make decisions. 
- Direct support staff report that they have had direct involvement in the development of house procedures and consumer support plans. 

D COMPETENCY STATEMENT

Frontline supervisors facilitate teamwork and positive interactions and attitudes among staff.



PERFORMANCE INDICATORS

- Supervisor facilitates discussion among staff members regarding how they are doing as a team (e.g., growth, roles, outcomes). 
- In discussion with manager, supervisors identify the various roles they feel staff members are playing on the team. 
- Manager observes supervisor demonstrating a positive attitude and interactions while at work. 

E COMPETENCY STATEMENT

Frontline supervisors provide counseling and support to staff when conflicts arise.



PERFORMANCE INDICATORS

- Frontline supervisors report a situation where a conflict arose between staff and identified the specific skills and actions they took to address and resolve the situation. 
- Direct support staff exit interviews indicate that staff are NOT leaving positions due to conflicts with other staff members or their supervisor. 

F COMPETENCY STATEMENT

Frontline supervisors provide formal communication to staff through communication log books or memos, and by facilitating effective meetings and purposeful interactions.



PERFORMANCE INDICATORS

- Review of communication log books indicates that supervisor is responding to staff concerns in a timely manner. 
- Review of memos written by supervisor to direct support staff indicate clear and concise communication. 

G COMPETENCY STATEMENT

Frontline supervisors take a direct interest in the roles and responsibilities of staff.



PERFORMANCE INDICATORS

- Direct support staff report that supervisors maintain regular “check-ins” (e.g., telephone calls, notes, in person conversations) with staff on all shifts.  DSP
- When asked, direct support staff clearly articulate their roles and responsibilities.  DSP

H COMPETENCY STATEMENT

Frontline supervisors encourage staff to maintain appropriate boundaries regarding personal vs. professional issues.

PERFORMANCE INDICATORS

- Direct support staff show up to work on-time and when scheduled. 
- Supervisor identifies a situation and the resolution to that situation in which a staff person was inappropriate about personal issues at work. 





Broad Competency Area 2 Direct Support

Frontline supervisors provide direct supports to individuals with disabilities and role model such supports to direct support staff by assisting with living skills, communicating and interacting with individuals served, facilitating community inclusion, maintaining an appropriate physical environment, providing transportation, maintaining finances, developing behavioral supports and demonstrating the importance of consumers becoming active citizens in their neighborhoods and local communities.

A COMPETENCY STATEMENT

Frontline supervisors communicate effectively with individuals supported using their primary method of communication (e.g., gestures, verbal, sign language, communication boards).


PERFORMANCE INDICATORS


- Manager observes supervisor effectively communicating with individuals with disabilities using their primary method of communication. 
- Direct support staff report that supervisor consistently communicates with individuals with disabilities using their primary method of communication and has assisted direct support staff in learning and using these methods of communication. 


B COMPETENCY STATEMENT

Frontline supervisors interact with individuals served by listening to their issues, responding to their requests and concerns, sharing ideas and humor, and participating in meals and other activities.

PERFORMANCE INDICATORS

- Direct support staff report that the supervisor maintains active involvement with individuals with disabilities through conversation and shared activities. 




- Manager seeks input from individual with disability or family member regarding how comfortable they feel sharing their concerns or ideas with the supervisor. 

- Documents such as formal complaints, notes from families, etc., indicate that the supervisor responds to questions or concerns in a timely, effective manner. 

C COMPETENCY STATEMENT

Frontline supervisors assist individuals with daily living skills, meal preparation, self-care, health care, and maintenance tasks as needed.



PERFORMANCE INDICATORS

- Direct support staff report supervisor's participation as needed in assisting individuals with living skills, meal preparation, self-care, and health care. 
- In discussion with manager, supervisor is able to identify and describe the types of supports provided to individuals as part of their daily routines. 
- Daily living skill charts and activity logs indicate that the supervisor assists with these activities on a regular basis. 


D COMPETENCY STATEMENT

Frontline supervisors assist individuals in developing daily activities which are of interest to the people receiving supports.

PERFORMANCE INDICATORS

- Frontline supervisor describes a process used to encourage involvement and identify preferences of an individual with disability in developing their daily activities. 
- Individuals served are regularly observed making choices about their daily routines (e.g., when to go to bed, what job they do, what to eat, what to wear, what activities to participate in). 



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- Individuals with disabilities are observed showing interest in the daily activities they perform. 

E COMPETENCY STATEMENT

Frontline supervisors support individuals in identifying, planning for, and participating in community events and activities.



PERFORMANCE INDICATORS

- Individuals with disabilities or their families report receiving support in identifying and participating in community events. 
- Community activity logs indicate that individuals with disabilities are participating in a sufficient number and variety of community activities with respect to their individual preferences and desires. 

F COMPETENCY STATEMENT

Frontline supervisors support individuals served in making and maintaining friendships with community members.


PERFORMANCE INDICATORS


- Individuals with disabilities or their families report at least one new contact or sustained relationship between individual with disability and a member of the community. 
- In discussion with manager, supervisor can identify three strategies of supporting an individual with a disability in maintaining connections with members of the community. 


G COMPETENCY STATEMENT

Frontline supervisors ensure that the physical environment in which individuals live meets their style and needs.

PERFORMANCE INDICATORS

- Individuals with disabilities report taking an active role in choosing home furnishings as desired or display a sense of ownership in their personal space. 



- When asked, frontline supervisors can prepare a written accessibility or functional assessment of the physical environment. 

- Consumers report that their privacy is respected by supervisors and direct support staff. 

H COMPETENCY STATEMENT

Frontline supervisors support individuals in purchasing household supplies, personal items, and groceries.




PERFORMANCE INDICATORS

- Frontline supervisors are observed supporting individuals with disabilities with their personal shopping or grocery list. 
- Direct support staff report that supervisor regularly solicits input from individuals with disabilities before making household purchases. 

I COMPETENCY STATEMENT

Frontline supervisors support individuals in identifying, securing, and utilizing transportation based on their individual preferences and needs.

PERFORMANCE INDICATORS

- Frontline supervisors can identify two alternative forms of transportation that meet the needs of an individual with a disability, including cost of transportation and party responsible for payment based on purpose of transportation. 
- Individuals with disabilities or their families indicate an understanding of the various transportation options available to them. 
- Individuals with disabilities are observed to have access to appropriate transportation when needed. 

J COMPETENCY STATEMENT

Frontline supervisors implement behavior support plans, intervene with individuals in response to challenging behavior, and diffuse crises situations as they arise.

PERFORMANCE INDICATORS

- Documentation indicates that frontline supervisors have implemented behavioral interventions plans as needed.
- Frontline supervisors report an instance when an individual with a disability displayed a challenging behavior, identifying antecedent, behavior, and consequence, as well as the least intrusive methods of addressing the behavior.



K COMPETENCY STATEMENT

Frontline supervisors assist individuals in developing and maintaining friendships and family relationships through various means such as correspondence, phone contact and assisting to plan and coordinate social activities.

PERFORMANCE INDICATORS

- Family members or other involved parties report frontline supervisors support in planning or coordinating a social event to which they were invited.
- Direct support staff can identify two strategies the frontline supervisor has modeled to support an individual with disabilities in maintaining a friendship or developing new friendships.



L COMPETENCY STATEMENT

Frontline supervisors teach and coach direct support personnel in the most effective approaches to achieve these direct support competencies.

PERFORMANCE INDICATORS

- Direct support staff can identify specific topic areas in which the frontline supervisor provided training or instruction on supporting an individual with a disability.



- Manager has observed the frontline supervisor providing training and instruction on competency areas during a staff or team meeting.



M COMPETENCY STATEMENT

Frontline supervisors identify necessary resources for individuals served and direct support staff, and advocate for these resources with their managers.

PERFORMANCE INDICATORS

- Manager reports receiving requests for resources that better support the independence and self-determination of an individual served.
- Frontline supervisors can identify specific resources to address the training needs of both individual staff and the direct support team as a whole in supporting an individual with a disability.
- Direct support personnel and individuals served reporthaving access to necessary resources.



N COMPETENCY STATEMENT

Frontline supervisors critically evaluate the quality of supports provided to the individuals who receive services and continuously strive for improvement.

PERFORMANCE INDICATORS

- Upon request, the frontline supervisor can describe the successes and challenges in supporting an individual with a disability.
- Individuals with disabilities or family members report an improvement or satisfaction with services being provided by the those under direct supervision of the frontline supervisor.
- Direct support personnel report that frontline supervisors regularly identify barriers to providing quality supports and make suggestions, obtain resources, and develop and implement plans to overcome those barriers.





Broad Competency Area 3





Facilitating and Supporting Consumer Support Networks

Frontline supervisors facilitate and support the development and maintenance of consumer support networks through outreach to family members, community members, and professionals and through coordination of personal planning sessions in collaboration with the individual served.

A COMPETENCY STATEMENT

Frontline supervisors communicate with, consult, and inform county case managers, other support agencies, and support team members in their efforts to identify and support the desires, preferences, issues, concern, and other supports for individuals while respecting the rights of individuals served.





PERFORMANCE INDICATORS

- Manager observes frontline supervisor supporting the preferences and desires of the individual served during a support team meeting. 
- Frontline supervisor displays open communications with support team members and brings unresolved conflicts between parties to the attention of the manager. 
- Frontline supervisor documents the results of regular contacts with all members of an individual's support team (including case managers, other service providers, and professionals such as physicians and therapists). 
- Manager observes that types of supports for an individual with a disability are consistent across settings. 

B COMPETENCY STATEMENT

Frontline supervisors maintains regular contacts with and follows up with consumers, family members, and support team members regarding complaints and issues; and design, implement and develop strategies to address issues identified in consumer satisfaction surveys.



PERFORMANCE INDICATORS

- Consumers and families report that report that their cultural heritage is respected and valued. 
- Individuals served or family members report that the frontline supervisor addresses issues or concerns they have identified in a timely and respectful manner. 
- Given a written scenario of a complaint lodged by a family member, the frontline supervisor outlines a response and strategy to address the family's concern. 
- The records for each person served contains the name, relationship, and contact information for all family members and friends in the person's social network. 

C COMPETENCY STATEMENT

Frontline supervisors network with other service agencies to learn new ideas and strategies for supporting individuals served.



PERFORMANCE INDICATORS

- When asked, frontline supervisors can identify two new ideas or strategies they have learned from other service agencies for supporting an individual with a disability. 
- Managers have observed frontline supervisors sharing appropriate information with other service providers in an effort to provide quality services to an individual with a disability. 

D COMPETENCY STATEMENT

Frontline supervisors coordinate or assist in the development of new programs and support services.



PERFORMANCE INDICATORS

- Given a general description of an individual to be served, the frontline supervisor will be able to identify initial supports necessary to serve the individual in a new program. 
- Manager observes frontline supervisor working collaboratively with other support team members to coordinate new program or support services. 

E COMPETENCY STATEMENT

Frontline supervisors facilitate coordination with generic community agencies (e.g., YMCA, Lions) to provide inclusive opportunities for individuals supported.


PERFORMANCE INDICATORS


- Frontline supervisor discusses with manager recent coordination activities with a community agency based on the preferences of the individual being served. 
- Direct support staff report effective communications have been established with a number of generic agencies in which individuals with disabilities participate. 


F COMPETENCY STATEMENT

Frontline supervisors support individuals in making connections and maintaining involvement within community agencies, organizations, events and activities.

PERFORMANCE INDICATORS

- Individuals with disabilities have maintained their participation in a community organization or agency by participating in events sponsored by agency or organization as they desire. 



- Direct support staff describe available community options and resources. 

- Frontline supervisor identifies two instances in which they have supported an individual with a disability to connect with an organization or club of their choosing. 

G COMPETENCY STATEMENT

Frontline supervisors support individuals in learning about and participating in community educational opportunities (e.g., adult education courses, continuing education).




PERFORMANCE INDICATORS

- Individuals with disabilities and their families are aware of the educational resources available to them in their community. 
- Individual being served has attended an educational class or event of their choosing. 

H COMPETENCY STATEMENT

Frontline supervisors promote positive relationships between individuals supported, staff and neighbors and actively participate in neighborhood associations.

PERFORMANCE INDICATORS



- Direct support staff report that frontline supervisor models positive working relationships with direct support staff and community members. 
- Frontline supervisor attends at least one event coordinated locally by the community or neighborhood association. 
- Frontline supervisor names and describes how to contact or get information from at least one neighbor and relevant neighborhood or community associations. 

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I COMPETENCY STATEMENT

Frontline supervisors support individuals served in coordinating, facilitating, and participating in support network meetings and consumer council meetings.

PERFORMANCE INDICATORS

- Manager observes frontline supervisor promoting participation of individual with a disability in their support network meeting. 
- Frontline supervisor can identify and describe in written form multiple ways of promoting and facilitating involvement of individual being served in their own team meetings prior to the meeting. 






Broad Competency Area 4 Program Planning and Monitoring

Frontline supervisors oversee program planning and monitoring by planning and developing individual goals and outcomes with consumers, coordinating and participating in support network meetings, monitoring, documenting and reporting progress toward meeting outcomes, and communicating with other service agencies.

A COMPETENCY STATEMENT

Frontline supervisors develop, implement, and monitor consumer support plans or assist direct support personnel in this process.



PERFORMANCE INDICATORS

- Direct support staff report receiving training and instruction on implementing consumer support plans. **DSP** 
- Frontline supervisor has developed a consumer support plan based on the preferences, desires, and needs of the individual being served. 
- Documentation indicates that the frontline supervisor regularly reviews the progress or performance of individuals and their support plans. 

B COMPETENCY STATEMENT

Frontline supervisors facilitate person-centered planning meetings for individuals served or assist direct support personnel in this planning process.



PERFORMANCE INDICATORS

- Frontline supervisors demonstrate the process of a person-centered planning meeting. 
- Direct support staff can identify ways that an individual with a disability is supported that is an outcome of a person-centered planning process. **DSP** 

C COMPETENCY STATEMENT

Frontline supervisors coordinate the development of new services for people who are new to the program.




PERFORMANCE INDICATORS

- Individuals with disabilities new to the program receive supports to meet their needs and desires. 
- Manager observes frontline supervisor soliciting information from the individual to be served regarding preferences and desires of new living situation. 

D COMPETENCY STATEMENT

Frontline supervisors coordinate and facilitate annual, quarterly and as needed consumer planning meetings or assist direct support personnel in this process.

PERFORMANCE INDICATORS

- Documentation of planning meetings indicates that meetings occur quarterly or as otherwise indicated by team. In addition, documentation indicates that all necessary paperwork has been completed. 
- Manager observes frontline supervisor facilitate consumer planning meetings. 
- Direct support staff can identify when consumer planning meetings are being held and report that supervisor notifies them of meetings and invites or solicits input for the meetings. **DSP** 

E COMPETENCY STATEMENT

Frontline supervisors complete and use formal and informal assessments regarding behaviors, adaptive skills, health, physical development, etc., or assist direct support personnel in this process.

PERFORMANCE INDICATORS

- Written formal assessments completed by the frontline supervisor are complete and reflect both strengths and support needs.
- In discussion with manager, the frontline supervisor presents information from an informal assessment completed on an individual with a disability.



F COMPETENCY STATEMENT

Frontline supervisors develop and monitor the implementation and documentation of individual progress toward personal goals.

PERFORMANCE INDICATORS

- Documentation indicates that progress on individual goal areas are regularly reviewed by frontline supervisor.
- The written intervention plan includes a method for efficient and non-intrusive collection of accurate, objective data in sufficient detail to evaluate both the person's progress toward the goal and effectiveness of the method of instruction to be evaluated.
- Direct support staff demonstrate competency and consistency in implementing personal goal activities with individuals with disabilities.



G COMPETENCY STATEMENT

Frontline supervisors solicit information regarding individual goals and desired outcomes from individuals served and their support network members.

PERFORMANCE INDICATORS

- Manager has observed frontline supervisor soliciting information from other support network team members during meetings.
- Consumers understand their goals and indicate a desire to work on these goals.



H COMPETENCY STATEMENT

Frontline supervisors complete required charting and documentation and reports regarding progress toward meeting individual goals and outcomes (e.g., daily charts, monthlies, quarterlies).

PERFORMANCE INDICATORS



- Documentation indicates that all monthly and quarterly charting and progress notes have been completed by frontline supervisor.
- Direct support staff report that daily charting and progress notes are always available for reporting and they demonstrate accuracy in completing these forms and progress reports.
- Data are used at least monthly to determine whether the objective or teaching method should be continued as written, modified, or terminated.



I COMPETENCY STATEMENT

Frontline supervisors observe, monitor and provide feedback to staff regarding the implementation of individual support plans.



PERFORMANCE INDICATORS

- Manager has observed frontline supervisor addressing the implementation of an individuals' personal goal with direct support staff at a staff meeting. 
- Direct support staff report that they have received support and education in the implementation of personal goals of individuals with disabilities. 

J COMPETENCY STATEMENT



Frontline supervisors design, implement and monitor behavior support plans, the use of aversive and deprivative procedures (Rule 40) and psychotropic medications.

PERFORMANCE INDICATORS

- The frontline supervisor identifies when it is appropriate to use an aversive or deprivational procedure. These are used only when absolutely needed, are in accordance with state rules and agency policy, and when used include all necessary consents and other paperwork. 
- A functional assessment, medical review, communication assessment, and a baseline assessment are included in each behavioral support plan. 

K COMPETENCY STATEMENT



Frontline supervisors develop risk management plans.

- Frontline supervisor demonstrates to manager how to develop a risk management plan for an individuals with a disability. 
- Review of risk management plans by manager indicates that all plans are completed and accurately reflect the vulnerabilities and skills of individuals being served. 

L COMPETENCY STATEMENT

Frontline supervisors review, provide follow-up on and discuss issues with staff regarding incident or accident reports.



PERFORMANCE INDICATORS

- Incident or accident reports are filled out accurately and in a timely manner. 
- Written documentation describes changes implemented in response to incident or accident reports. 

M COMPETENCY STATEMENT

Frontline supervisors maintain consumer records including completing necessary filing and maintaining appropriate releases of information.



PERFORMANCE INDICATORS

- Internal audits indicate that frontline supervisors maintain complete and accurate consumer records and files. 
- Manager review of documents indicate that all necessary releases are completed and current. 

N COMPETENCY STATEMENT

Frontline supervisors complete necessary paperwork when a person is discharged from a program.

PERFORMANCE INDICATORS

- On a written test, the frontline supervisor identifies all paperwork that must be completed when a person is discharged from a program. 
- The frontline supervisor demonstrates the discharge process to the manager. 

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Frontline supervisor identifies a concern regarding program planning or monitoring and can describe the steps they would take to understand the issue and advocate for a change in a appropriate and effective manner.



Behavioral support plans are clear and detailed enough to ensure that staff respond consistently to different situations related to the occurrence of the target behavior.



O COMPETENCY STATEMENT

Frontline supervisors demonstrate and encourage individuals who receive services to be as independent as possible (e.g., answer their own telephone, assist in meal preparation, assist with chores).

PERFORMANCE INDICATORS

Individuals with disabilities appear comfortable in their home and demonstrate a level of independence congruent with their skills and abilities.



Direct support staff report that the frontline supervisor models interactions with individuals with disabilities that promote independent behavior.



Direct observation of supervisor and direct support staff reveals that individuals make choices and act with as little assistance as possible.



P COMPETENCY STATEMENT

Frontline supervisors communicate necessary information and maintain positive working relationships with staff from other agencies which provide supports to individuals served.

PERFORMANCE INDICATORS

Manager observes the frontline supervisor working effectively and positively with staff from other agencies (i.e., support network meetings, through phone conversations).



Managers receive NO reports from outside agencies indicating that information is not being communicated or working relationships are not maintained with frontline supervisors.



Q COMPETENCY STATEMENT

Frontline supervisors identify necessary changes in the program planning and monitoring systems, within the agency and at the local, state, and federal levels, and advocate for these changes with their managers and government officials.

PERFORMANCE INDICATORS

Managers have observed frontline supervisor raising issues and concerns in a positive and constructive manner to management within the agency.



Local officials (e.g., county agency) report that frontline supervisor advocates for necessary changes in the program planning and monitoring systems.



Frontline supervisors document participation in local or regional policy observations where proposed changes are discussed.







Competency Area 5 Personnel Management

Frontline supervisors coordinate personnel management by hiring new staff, conducting performance reviews, facilitating team work and staff meetings, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, defusing crises and conflicts between staff, and implementing grievance and formal contract procedures.

A COMPETENCY STATEMENT

Frontline supervisors recruit new direct service staff by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, welfare-to-work programs, and other sources of potential hires.


PERFORMANCE INDICATORS





- Manager reviews job postings developed by supervisor for timeliness and accuracy. 
- Supervisors describe how they recruit new staff both within and outside of the agency and discuss those strategies they find most effective. 

B COMPETENCY STATEMENT

Frontline supervisors schedule and complete interviews with potential new staff in collaboration with direct support staff and individuals served and their family members.

PERFORMANCE INDICATORS



- New direct support staff report that direct support staff, individuals, and family members were involved in their interviews and provide feedback as to the usefulness and effectiveness of the interview process. 

- Manager reviews protocols used in interview process by supervisors, family members, and consumers. 
- Supervisor provides description of the value of and issues related to having consumers and families involved in staff interviews the supervisor has conducted. 
- Interview protocols include direct observations or interviews with direct support staff, or written information containing a realistic description of positive and negative job characteristics, to allow prospective employees to make an informed decision about whether or not to accept a job offer. 


C COMPETENCY STATEMENT:

Frontline supervisors seek input from other staff and from consumers and their family members in making hiring decisions.



PERFORMANCE INDICATORS

- Direct support staff, consumers and family members report that the supervisor has consulted them before making a hiring decision. 
- Supervisors describe how they incorporated direct support staff, consumer, and family member input into their hiring decisions. 

D COMPETENCY STATEMENT

Frontline supervisors arrange for criminal background checks and drivers license reviews for newly hired personnel.




PERFORMANCE INDICATORS

- Documentation regarding criminal background checks and drivers license checks for all direct support staff are in their personnel files and current. 
- Supervisors describe their process and procedures for arranging for criminal background checks and drivers license checks. 

E COMPETENCY STATEMENT

Frontline supervisors assess staff functional ability and capacity, ensure health physicals are completed, and address identified ADA issues.


PERFORMANCE INDICATORS

- Staff physicals are current and in personnel files for manager review. 
- Interview protocols and documentation indicate any reasonable accommodation issues related to the ADA. 
- Supervisor describes a situation in which a potential or existing staff member did not have the functional capacity to complete job duties and how they responded to this issue. 

F COMPETENCY STATEMENT

Frontline supervisors complete necessary paperwork for changes in staff status (e.g., move from part-time to full-time, changes locations, resigns, terminates).



PERFORMANCE INDICATORS

- Documentation in personnel files is current and accurate regarding the employment status of all staff. 

G COMPETENCY STATEMENT

Frontline supervisors follow up on reports of staff injury at work and all worker's compensation related issues.




PERFORMANCE INDICATORS

- Supervisor describes recent event in which a staff injury occurred at work and how they addressed and responded to the issue. 
- Human resource or other appropriate personnel indicate that supervisor has routinely turned in first report of injury paperwork in a timely manner and in accordance with agency policies and procedures. 

H COMPETENCY STATEMENT

Frontline supervisors complete staff performance reviews by gathering input from peers, consumers, family member, and agency personnel as required by policy and procedures.




PERFORMANCE INDICATORS

- Direct support staff report that performance reviews have been completed by their supervisor in a timely manner and in accordance with agency policy and procedure. 
- Supervisor discusses with manager strategies they use to seek input from consumers, family members, other direct support staff, and agency personnel when completing staff performance reviews. 
- Current staff performance reviews are complete and in staff personnel files. 

I COMPETENCY STATEMENT

Frontline supervisors complete salary reviews and make recommendations regarding increases. In addition, frontline supervisors identify other means of compensation, opportunities for promotion and staff celebrations and discuss these with managers.



PERFORMANCE INDICATORS

- In discussion with manager the supervisor identifies ideas and strategies for nonfinancial compensation to recognize and support staff. 
- Performance reviews include information regarding supervisor recommendations for salary increases and other means of compensation and promotion. 
- Direct staff report that their supervisor has kept them informed regarding salary increases, opportunities for promotion, and other forms of compensation. 

J COMPETENCY STATEMENT

Frontline supervisors provide coaching and feedback to staff regarding performance related issues.




PERFORMANCE INDICATORS

- Supervisors identify a recent situation in which they used coaching and feedback to address a staff related issue; including the issue, feedback, outcomes, and difficulties. 
- Exit interviews or satisfaction surveys from direct support staff indicate that supervisor uses coaching and feedback as a priority means of addressing job related issues. 

K COMPETENCY STATEMENT

Frontline supervisors provide necessary disciplinary action including demonstrating correct performance for staff as indicated.



PERFORMANCE INDICATORS

- Personnel files for direct support staff include documentation of all completed disciplinary action and this documentation is accurate and completed in accordance with agency policy and procedures. 
- Supervisor illustrates to manager at least one situation in which disciplinary action was used, describing why it was necessary and it's content. 
- Direct support staff report that the supervisor empowers them to contribute to the improvement of services, giving them authority to improve the work itself. **DSP** 

L COMPETENCY STATEMENT:

Frontline supervisors coordinate and facilitate staff meetings.



PERFORMANCE INDICATORS

- Manager reviews agendas and minutes of staff meetings. 
- Manager observes supervisor facilitating a staff meeting. 

M COMPETENCY STATEMENT

Frontline supervisors recognize the need for and plan celebrations with staff.




PERFORMANCE INDICATORS

- Direct support staff report various celebrations the supervisor has arranged. **DSP** 
- Supervisors describes to manager their ideas regarding staff celebrations and illustrates several inexpensive options. 

N COMPETENCY STATEMENT

Frontline supervisors develop and modify staff job descriptions as needed.


PERFORMANCE INDICATORS


- Direct support staff job descriptions have been reviewed and updated in the past year, are clear, and describe the actual duties and responsibilities expected. 
- Direct support staff report that their job descriptions accurately reflect their job duties. **DSP** 
- Exit interviews indicate that staff had a realistic picture of their required job duties. 

O COMPETENCY STATEMENT

Frontline supervisors facilitate communication with other supervisors who share staff across programs.

PERFORMANCE INDICATORS



- Supervisor peers report that the supervisor keeps them informed about issues regarding staff that work in one or more programs. **peer** 

- Supervisors provide illustration to manager on the techniques and strategies they use to keep other supervisors informed of issues that related to staff who work in more than one program. This illustration includes examples of issues that arise when staff are shared among various programs and resolutions to these issues. 

P COMPETENCY STATEMENT

Frontline supervisors discuss procedures and work tasks with support personnel (e.g., secretarial, accounting, personnel, payroll).



PERFORMANCE INDICATORS

- Direct support staff report to manager the supervisor's ability and actions regarding work tasks that are delegated or assigned to support staff. **DSP** 
- Supervisors provide managers with ideas regarding the creation of efficient procedures designed to streamline support staff functions and responsibilities. 

Q COMPETENCY STATEMENT

Frontline supervisors respond to staff questions and crises when they are on-call (e.g., via pager or cell phone).



PERFORMANCE INDICATORS

- Staff report that supervisor responds to pages and cell phone calls in a timely and respectful manner. **DSP** 
- Supervisors discuss with manager and other supervisors issues that arise when they are on-call, and discuss strategies to minimize non-emergency related calls. 

R COMPETENCY STATEMENT

Frontline supervisors initiate “debriefing sessions” or discussions with staff following a crisis situation or incident or accident.



PERFORMANCE INDICATORS

- Staff report to manager that supervisor provides follow-up regarding crisis situations addressing staff questions, reviewing the incident, discussing strategies to prevent further issues, and providing support to staff involved in the incident. **DSP** 
- Manager reviews staff communication logs and other related documentation that describes supervisor follow-up regarding crisis situations. 

S COMPETENCY STATEMENT

Frontline supervisors monitor, review, and implement labor contracts, attend labor management meetings, and respond to formal grievances when applicable.



PERFORMANCE INDICATORS

- Supervisor discusses with manager new issues and components in labor contracts for which new procedures or policies need to be developed. 
- Supervisor describes recent formal grievance and indicates the actions steps taken in response to this grievance. 

T COMPETENCY STATEMENT

Frontline supervisors attend and actively participate in agency management, planning, and cross-functional work group meetings.

PERFORMANCE INDICATORS

- Manager observes supervisor participation in cross-functional work group, planning meeting, or management meeting. 
- Direct support staff members report that they are included in decision making regarding agency policies and procedures. **DSP** 

- Supervisors illustrate roles of their active membership in management meetings, planning meetings, and cross-functional work group meetings, by providing manager with a summary of their participation and issues of importance to them that have evolved out of these various meetings.



U COMPETENCY STATEMENT

Frontline supervisors report and discuss consumer, family, or program related issues as necessary with management.

PERFORMANCE INDICATORS

- Supervisor brings issues of importance to the attention of the manager (e.g., consumer, family, or program related) as needed using verbal or written communication strategies.



V COMPETENCY STATEMENT

Frontline supervisors delegate tasks or duties to staff as needed (above and beyond job description for special events, activities etc.).

PERFORMANCE INDICATORS

- Direct support staff report that supervisor delegates various tasks to them and provide follow-up to ensure that the task has been completed.
- Supervisors demonstrates to manager their system for remembering what tasks they have assigned to various staff members and how she follows up on these tasks to ensure completion.



W COMPETENCY STATEMENT

Frontline supervisors prioritize their tasks and responsibilities in order of importance and to ensure deadlines are met.

PERFORMANCE INDICATORS

- Supervisors discusses with manager their system for prioritizing tasks and responsibilities.



- Managers observe that supervisor meets deadlines.



X COMPETENCY STATEMENT

Frontline supervisors manage their own stress by balancing personal and professional lives, taking vacations and breaks, and utilizing stress management practices.

PERFORMANCE INDICATORS

- Supervisors discusses with manager their strategy for balancing professional and personal life and managing stress.
- Supervisor time cards indicate that they take time off for vacation and/or personal leave.



Y COMPETENCY STATEMENT

Frontline supervisors maintain confidentiality of the individuals served and of the staff who work in the program.

PERFORMANCE INDICATORS

- Manager observes supervisor refraining from using individual names when discussing people who receive services.
- Peers, direct support staff, and support network members report that supervisor maintains confidentiality of information.



Z COMPETENCY STATEMENT

Frontline supervisors monitor turnover, recruitment success, and employee job satisfaction and use the results to improve personal practices.

PERFORMANCE INDICATORS

- Supervisors summarize and report turnover rates, exit questionnaire results, and employee survey results at least annually to the manager..
- Direct support staff report that the supervisor has solicited their input on how to address workforce issues.





Broad Competency Area 6 Training and Staff Development Activities

Frontline supervisors coordinate and participate in direct support staff training and inservice by orienting new staff, arranging for staff to attend training and inservice sessions, maintaining training records, and supporting ongoing staff development.

A COMPETENCY STATEMENT

Frontline supervisors attend inservice training, participate in continuing education, and work with their managers on the development and implementation of a supervisory development plan.

PERFORMANCE INDICATORS

- Manager reviews written report from supervisor of the inservice or continuing education events or activities they have attended.
- Supervisors initiate discussion with a manager regarding a staff development plan they have developed.



B COMPETENCY STATEMENT

Frontline supervisors coordinate, schedule and document staff participation and performance in orientation and inservice training and completion of other alternative self-directed learning and development.

PERFORMANCE INDICATORS

- Supervisors document direct support staff attendance at training events and discuss the outcomes with staff.
- Staff report that their supervisor has discussed with them how the skills learned in a training event can be used with an individual they support.



- Manager observes frontline supervisor describing expected learning outcomes with staff prior to sending them to training.



- Human resources report that staff have completed all necessary training and documentation is completed accurately and on time.



- Staff report that they know about and have opportunities to attend training to address priority training needs.



C COMPETENCY STATEMENT

Frontline supervisors observe and solicit feedback from staff, consumers, and their families regarding direct support staff training needs and desired opportunities.

PERFORMANCE INDICATORS

- Staff report that their supervisor has asked them about possible topics for future training sessions.
- Consumers and their families report that supervisors have solicited information about possible areas of training for direct support staff.




D COMPETENCY STATEMENT

Frontline supervisors share resources and information with staff related to supports, technology, interventions and “hottest issues” for supporting the individuals served.

PERFORMANCE INDICATORS

- In a discussion with a manager, the supervisor identifies and discusses different consumer support resources that they have shared with staff.
- When asked, staff discuss how their supervisor has discussed a variety of free computer-based training resources available at a local library.








- Direct support staff are aware of current issues in the field that relate to individuals they support. **DSP** 

E COMPETENCY STATEMENT

Frontline supervisors provide orientation and answer questions from new staff through a variety of formal and informal instructional and learning activities.


PERFORMANCE INDICATORS


- Written descriptions of routines for all shifts, and of the likes and dislikes of all individuals served, are available at each site. 
- Manager reviews a curriculum outline that the supervisor has designed for a staff orientation session. 
- Direct support staff report that their supervisor uses structured observations as an orientation tool. **DSP** 
- Direct support staff report having a chance to meet people who receive supports and their new coworkers before orientation and working alone at the site. **DSP** 
- Frontline supervisors describe how orientation practices are tailored to meet the individual learning styles and previous experience and knowledge of new staff. 


F COMPETENCY STATEMENT

Frontline supervisors provide required training to staff regarding needs of individuals served and in response to rules and regulations (e.g., use of glucometer, vulnerable adults, rights, emergency procedures, medication changes).

PERFORMANCE INDICATORS

- Manager reviews a training checklist that documents how supervisor has conducted training that meets the requirements of the state licenser. 



- Direct support staff report that supervisor conducts training sessions that assist them to provide more effective consumer supports. **DSP** 

- Training provided by supervisors is observed to incorporate stories of real people to illustrate the need for agency policy or a particular philosophy. 

G COMPETENCY STATEMENT

Frontline supervisors support staff in learning how to use a computer.



PERFORMANCE INDICATORS

- Direct support staff are observed by manager completing household forms on a computer. 
- Manager reviews the staff meeting minutes that document the supervisor's discussion about the use of and training scheduled for computers. 

H COMPETENCY STATEMENT

Frontline supervisors identify potential trainers and provide resources, coaching, and opportunities for direct support staff training.

PERFORMANCE INDICATORS

- In a discussion with a manager, the supervisor identifies three potential trainers for a possible training session and discusses their fees and their strengths and weaknesses. 
- Training records indicate that direct support staff have attended various training opportunities offered outside of the provider agency. 





Broad Competency Area 7 Public Relations

Frontline supervisors promote public relations by educating community members about persons with disabilities, advocating for the rights and responsibilities of individuals with developmental disabilities, developing media presentations and recruiting volunteers and contributions.

A COMPETENCY STATEMENT

Frontline supervisors provide education to community members regarding people with developmental disabilities (e.g., rights, responsibilities, dispelling myths).



PERFORMANCE INDICATORS

- Manager observes frontline supervisor providing information or dispelling myths in an appropriate and respectful manner with community members. 
- Community members report that the supervisor provides direct, relevant, and concise information at community education seminars. 

B COMPETENCY STATEMENT

Frontline supervisors support individuals in inviting community members to learn more about the organization and the people who receive services.



PERFORMANCE INDICATORS

- Consumers report that supervisor encourages them to invite their family members and friends to visit and participate in their home's activities. 
- Community members such as neighbors, local merchants, and others treat consumers respectfully and have attended one house or agency function. 

C COMPETENCY STATEMENT

Frontline supervisors recruit and mentor community volunteers and intern students.



PERFORMANCE INDICATORS

- Student intern reports that the supervisor has provided at least twenty hours over three months of orientation sessions, including discussions about work roles and responsibilities. 
- Frontline supervisor creates an advertisement proposed for a local newspaper or nearby high schools, technical colleges, or colleges that recruits volunteers in an informative and creative manner. 

D COMPETENCY STATEMENT

Frontline supervisors collaborate and network with other service agencies within the community.



PERFORMANCE INDICATORS

- Community service agency members report that supervisor is an active, informed, and compassionate member of the local human service advisory council. 
- In a discussion with a manager, supervisors outline the collaborative process they have used in developing a new consumer service. 

E COMPETENCY STATEMENT

Frontline supervisors communicate with and maintain relationships with community vendors, landlords, and related entities.

PERFORMANCE INDICATORS

- Community vendors and landlords report that the supervisor keeps them well-informed and responds to their questions in a timely manner. 
- Manager observes the supervisor facilitating a meeting with the Consumer/Landlord Advisory Council 

F COMPETENCY STATEMENT

Frontline supervisors assist in the development of promotional materials including newsletters, newspaper articles, brochures, videos, and contacts with media.

PERFORMANCE INDICATORS

- Manager reviews a videotape, newsletter, or newspaper article which the supervisor helped to develop, that accurately describes the agency's program.



- Frontline supervisor assists in the development of an agency brochure utilizing the input of staff and consumers.





Broad Competency Area 8 Maintenance

Frontline supervisors coordinate and participate in home, vehicle, and personal property maintenance.

A COMPETENCY STATEMENT

Frontline supervisors schedule, monitor, and arrange for (or complete) household maintenance tasks in accordance with routine schedules and in response to emergency needs.

PERFORMANCE INDICATORS

- Manager reviews the vehicle maintenance checklists that document the supervisor's scheduling and monitoring abilities.
- Direct support staff report that the supervisor completes or arranges for emergency house repairs in a timely manner.
- Manager observes the home or work site building and furnishings to be in good repair.



B COMPETENCY STATEMENT

Frontline supervisors get bids and estimates from outside contractors regarding maintenance issues and consult with organization maintenance personnel as needed.

PERFORMANCE INDICATORS

- Manager reviews the bids that have been requested by the frontline supervisor for maintenance projects in the home.
- Organization maintenance personnel report that the supervisor consults with them on a regular basis and consistently cooperates with them.



C COMPETENCY STATEMENT

Frontline supervisors arrange payment for needed maintenance (e.g., obtain purchase orders, submit invoices, process check request, get supervisor approval).

PERFORMANCE INDICATORS

- Manager reviews a sample of purchase orders and vendor invoices that document the supervisor follows agency policies and procedures in completing and executing the documents.
- Personnel from agency accounting report that frontline supervisor contacts them for payment of bills and invoices in a timely manner and follows agency procedures.



D COMPETENCY STATEMENT

Frontline supervisors maintain a safe environment and coordinate services or perform duties as needed to ensure safety (e.g., snow removal, adequate lighting).

PERFORMANCE INDICATORS

- Direct support staff report that the supervisor demonstrates safety procedures and monitors their performance with these procedures.
- Through random inspections, manager observes that the home or day program is a safe, clean, and odor-free environment in which consumers and staff can live or work.




E COMPETENCY STATEMENT

Frontline supervisors ensure basic routine household maintenance tasks are completed (e.g., lawn care, changing light bulbs, water plants).

PERFORMANCE INDICATORS

- Manager reviews maintenance checklists and other documents that indicate the supervisor monitors routine maintenance tasks on a regular basis.





- Direct support staff report they use a preventative maintenance checklist regularly and that the supervisor reviews the list and discusses any issues or concerns with them. DSP 

F COMPETENCY STATEMENT

Frontline supervisors identify maintenance responsibilities that can be delegated to staff and provide staff with the necessary instructions and resources to complete the tasks.

PERFORMANCE INDICATORS

- Direct support staff report that the supervisor delegates specific maintenance tasks to them and provides clear instructions about how to perform them. DSP 
- Manager observes that the physical environment is well maintained and minor maintenance tasks are completed by direct support staff as needed. 





Broad Competency Area 9 Health and Safety Issues

Frontline supervisors ensure that individuals supported are safe and living healthy lives by monitoring safety issues, coordinating, monitoring and documenting medical supports, practicing appropriate emergency procedures, responding to emergencies and promoting consumer rights regarding health and safety issues.

A COMPETENCY STATEMENT

Frontline supervisors identify and monitor safety issues within the physical environment.



PERFORMANCE INDICATORS

- Manager reviews safety logs that document the supervisor monitors home safety procedures regularly and according to agency policies and procedures. 
- Manager observes frontline supervisor providing training on safety issues in the home during or after a staff meeting. 

B COMPETENCY STATEMENT

Frontline supervisors ensure that infection control procedures are used as necessary and in accordance with policy and procedures.



PERFORMANCE INDICATORS

- Manager observes the supervisor facilitating a discussion with consumers and staff related in infection control. 
- Manager reviews an “infection control” training curriculum which the supervisor helped develop in collaboration with the agency community health director. 

C COMPETENCY STATEMENT

Frontline supervisors monitor individuals for health related concerns and respond by reporting issues to health professionals and documenting as needed.



PERFORMANCE INDICATORS

- Consumer records indicate that health-related concerns are followed up on a regular basis (e.g., next appointment dates are kept) and description of services indicates concerns are brought to the attention of a doctor or other health professional. 
- In a staff meeting, the supervisor leads a discussion about different ways to identify potential consumer health concerns, how to monitor for those issues, and when it is necessary to report concerns to the supervisor or health professional. 

D COMPETENCY STATEMENT

Frontline supervisors ensure that individuals receive routine medical, therapeutic, and dental care; and coordinate transportation or take individuals on related appointments.


PERFORMANCE INDICATORS


- Manager reviews the health care log that documents the supervisor monitors routine health care appointments and discusses the outcomes of those visits with consumers and staff. 
- Frontline supervisor transports individuals receiving services to medical and dental appointments when necessary. 

E COMPETENCY STATEMENT

Frontline supervisors complete psychotropic medication monitoring review forms as indicated.

PERFORMANCE INDICATORS



- Manager reviews the medication monitoring logbook for indication that the supervisor reviews the psychotropic medication monitoring forms on a regular basis and attends scheduled appointments with the consumer. 

- In a staff meeting, the supervisor reviews the agency policies and procedures regarding psychotropic medication monitoring and describes potential side effect or outcomes of using these medications. 

F COMPETENCY STATEMENT

Frontline supervisors locate health, dental and therapeutic services in local communities that will accept Medical Assistance as the sole payment option.



PERFORMANCE INDICATORS

- In a discussion with the manager, supervisor identifies the attempts made and the results achieved with health care providers that will accept Medical Assistance as the sole payment option. 
- Individuals with disabilities or their families report that supervisor has provided education and discussion around Medical Assistance and participating providers. 

G COMPETENCY STATEMENT

Frontline supervisors obtain doctor's orders and document orders as needed and follow up with direct support staff regarding orders.



PERFORMANCE INDICATORS

- Internal audits of a consumer's program file indicate that the supervisor obtains doctor's orders and documents in accord with agency procedures. 
- Direct support staff describe current doctor's orders for specific consumers and accurately implement those orders. **DSP** 

H COMPETENCY STATEMENT

Frontline supervisors document new medications to be administered each month.



PERFORMANCE INDICATORS

- Review of medication logbook indicates that the supervisor documents monthly any new medications that are to be administered to consumers 
- The health care supervisor reports that the supervisor complies with agency procedures regarding the monthly documentation of new medications to be administered for consumers. **peer** 

I COMPETENCY STATEMENT

Frontline supervisors monitor for medication errors and review as indicated with staff.



PERFORMANCE INDICATORS

- The health care supervisor reports that the supervisor monitors for medication errors in accord with agency procedures and initiates discussion in supervisory staff meetings about ways to prevent errors. **peer** 
- Direct support staff report that the supervisor reviews medication errors with staff personally and with staff as a whole during staff meetings. **DSP** 

J COMPETENCY STATEMENT

Frontline supervisors provide first aid and arrange for emergency medical appointments as needed.




PERFORMANCE INDICATORS

- Staff report that the supervisor has administered first aid to several consumers and staff. **DSP** 
- Medical records indicate that emergency medical appointments are scheduled and conducted as soon as practicable. 

K COMPETENCY STATEMENT

Frontline supervisors order medical supplies (e.g., medications, assistive devices, adult briefs), interact with pharmacies, and arrange for medications to be picked up as needed.



PERFORMANCE INDICATORS

- Direct support staff report that the supervisor orders medical supplies in accord with agency policy and requests that staff pick up the medications. **DSP** 
- Local pharmacists report that the supervisor communicates with them about issues or concerns and provides necessary information on consumer medications. **peer** 
- Direct support staff report that medical supplies and medications are always stocked and well organized. **DSP** 

L COMPETENCY STATEMENT

Frontline supervisors ensure fire and emergency drills are scheduled, completed, and documented as required by agency policies and procedures.



PERFORMANCE INDICATORS

- Manager reviews documents that indicate the supervisor conducts fire and emergency drill and provides documentation of the drills in accord with policies. 
- In a staff meeting, supervisor discusses policies and procedures related to fire and emergency drills, and facilitates discussion around how to improve staff performance in this area. 

M COMPETENCY STATEMENT

Frontline supervisors support people who are ill by monitoring signs and symptoms, implementing treatments and providing reassurance and nurturing.



PERFORMANCE INDICATORS

- Manager observes supervisor providing treatments with consumers in accord with agency policies and procedures. 
- Consumers and their families report that the supervisor talks with and provides emotional and physical support to consumers when they are ill. 

N COMPETENCY STATEMENT

Frontline supervisors administer, or ensure that direct support staff administer, medications and treatments as prescribed and in accordance with agency policies and procedures.



PERFORMANCE INDICATORS

- Manager reviews documents that indicate that the supervisor administers medications as prescribed and in accord with agency policies. 
- Agency health care professional observes supervisor administering medications as prescribed and in accord with agency policies and procedures. **peer** 

O COMPETENCY STATEMENT

Frontline supervisors obtain consent for medical interventions, procedures and medications from the individual's legal guardian.

PERFORMANCE INDICATORS

- In a discussion with a manager, the supervisor discusses the process used in obtaining legal consent for a medical treatment. 
- Legal guardians report that the supervisor discusses healthcare options and obtains consent for a health care treatment prior to medical procedures. 

- Written consents are present in individual consumer files wherever needed.



P COMPETENCY STATEMENT

Frontline supervisors involve consumers in their health care plans by educating and offering choice to individuals regarding treatment options.

PERFORMANCE INDICATORS

- Consumers report that supervisor meets with them to discuss current treatments, to ask what options they suggest, and talk about their rights and responsibilities related to these choices.
- Manager observes supervisor leading a discussion with several consumers about their choices, rights and responsibilities, and the pros and cons of health care treatments.



Q COMPETENCY STATEMENT

Frontline supervisors ensure that individuals served and their family members understand suggested medical interventions, procedure, or medications.

PERFORMANCE INDICATORS

- Consumers and their families report that the supervisor explains the medical procedure and the reason for the procedure, encourages and responds to questions, and keeps all parties updated.
- In a staff meeting, staff report that the supervisor facilitates discussion around the rationale for and different approaches to involve consumers and their families in understanding recommended health care treatments.



R COMPETENCY STATEMENT

Frontline supervisors discuss and review menus with dietitians, ensuring that adequate substitutions are available to support the desires and needs of all people who receive services.

PERFORMANCE INDICATORS

- Agency nutritionist reports that supervisor initiates discussion about menus, the preferences of consumers, how to balance nutritional needs with consumer desires, and requests that nutritionist speak informally with consumers.
- Consumers report that the supervisors ask about their preferences for meals and snacks and encourage them to share desires with staff.





Broad Competency Area 10 Financial Activities

Frontline supervisors ensure fiscal responsibility and management by supporting individuals with banking and other financial maintenance agreements; developing, managing, and implementing household budgets; developing contracts for services with outside vendors, and completing audits of household and consumer finances.

A COMPETENCY STATEMENT

Frontline supervisors support direct support staff or individuals served in preparing bank transactions (e.g., deposits, transfers, withdrawals) for the program location and individuals served.

PERFORMANCE INDICATORS

- Direct support staff report that the supervisor discusses and encourages staff to work closely with local banks regarding bank statements, deposits, and withdrawals for program accounts. DSP
- Consumers report that the supervisor explains and demonstrates how to make bank deposits and withdrawals and maintain a checkbook, responds to questions, and accompanies them to the bank.
- Consumer and program items and resources are secure and protected from exploitation, abuse, and theft.

B COMPETENCY STATEMENT

Frontline supervisors prepare and review budget reports (e.g., monthly, quarterly, annual).

PERFORMANCE INDICATORS

- Manager reviews budget reports prepared by supervisor that are in accord with agency procedures, are accurate, and are completed in a timely manner.

- Supervisors discuss with manager the content of budget reports and indicates they understand the importance of the report and what changes need to be made.

C COMPETENCY STATEMENT

Frontline supervisors monitor, approve, and arrange for payment of household bills.

PERFORMANCE INDICATORS

- Direct support staff report that the supervisor works with them on approval, timing, accuracy, and proper payment of household bills. DSP
- The agency's financial director reports that the supervisor makes payments of household bills in accord with agency policy. peer
- Manager reviews household financial account books that document that the supervisor approves, monitors, and arranges for payment of household bills.

D COMPETENCY STATEMENT

Frontline supervisors ensure consumer bills are paid in a timely manner.



PERFORMANCE INDICATORS

- Community vendors report that consumer invoices are responded to in a timely manner. peer
- Direct support staff report that supervisor reviews what and when consumer bills need to be paid and discusses any issues or concerns with the staff. DSP

E COMPETENCY STATEMENT

Frontline supervisors budget, manage, monitor, and replenish petty cash accounts.



PERFORMANCE INDICATORS

- Manager reviews the petty cash account that documents that the supervisor utilizes and monitors the account according to agency policies and procedures. 
- Direct support staff report that the supervisor seeks input on the use and management of the petty cash account. **DSP** 

F COMPETENCY STATEMENT

Frontline supervisors complete and approve expense reimbursement requests made by staff.



PERFORMANCE INDICATORS

- Direct support staff report that the supervisor reviews staff requests with them, approves if completed appropriately, and meet agency procedures and guidelines. **DSP** 
- Manager reviews documents that indicate the supervisor follows agency policies and procedures in regard to completing and approving staff expense reimbursement requests. 

G COMPETENCY STATEMENT

Frontline supervisors assist in establishing new *per diem* rates for individuals served.




PERFORMANCE INDICATORS

- County Social Service agency reports that supervisor provides input into the development of new consumer *per diem* rates. **peer** 
- Manager reviews the draft of a proposal for new consumer *per diem* rates that the supervisor or manager will present at the next social service meeting. 

H COMPETENCY STATEMENT

Frontline supervisors ensure that Medical Assistance, SSI and other related government benefits are current for individuals served.



PERFORMANCE INDICATORS

- Manager reviews consumer records that indicate the supervisor regularly documents receipt of government benefits. 
- Families or legal guardians of consumers report that they receive updated information about government benefits of their family member. 
- Frontline supervisor describes all of the sources of income for each individual served (referring to documentation as needed). 

I COMPETENCY STATEMENT

Frontline supervisors complete agency asset and depreciation inventories.

PERFORMANCE INDICATORS

- Manager reviews financial documents that show the supervisor completes agency financial inventories accurately, in a timely manner, and according to agency policies and government regulations. 
- Agency financial manager reports that supervisor consults about the proper completion of asset and depreciation inventories. **peer** 






Broad Competency Area 11 Scheduling and Payroll

Frontline supervisors ensure staff are scheduled, paid, and receive time off when requested.

A COMPETENCY STATEMENT

Frontline supervisors develop staff schedules within budgetary limitations, under union or agency policies and rules, and in response to consumer needs.



PERFORMANCE INDICATORS

- Manager review of schedule indicates that it is posted in a timely manner, within budgetary limitations, and adheres to policies and procedures. 
- Direct support staff report that the schedule is posted in a timely manner, is clear, and is reflective of agency and union policies. 
- Consumers and their family members report that there is staff scheduled at times when they need support. 

B COMPETENCY STATEMENT

Frontline supervisors solicit and approve staff time cards.



PERFORMANCE INDICATORS

- Manager review of time cards indicates supervisors routinely initial and approve staff cards in a timely manner. 
- Payroll administrators report to managers that supervisors consistently submit approved time cards in a timely manner. 

C COMPETENCY STATEMENT

Frontline supervisors approve staff leave (e.g., vacation, sick, personal).




PERFORMANCE INDICATORS

- Direct support staff report that supervisors respond to vacation, sick, and leave requests in a timely manner and according to agency policy and procedures. 
- Staff satisfaction surveys and exit interviews indicate the supervisor responds to vacation, sick, and leave requests in a timely manner and according to agency policy and procedures. 

D COMPETENCY STATEMENT

Frontline supervisors secure staff to fill-in when vacancies occur due to staff illness, resignation, vacation etc.

PERFORMANCE INDICATORS

- Manager review of time cards and schedules indicate that when vacancies occurred in a schedule they were filled by another staff person or the supervisor. 
- Consumers and families report that vacancies are filled when regular staff call in sick, are on vacation, or are taking leave. 
- Payroll records indicate that allotted staffing hours have been filled. 






Broad Competency Area 12 Coordinating Vocational Supports

Frontline supervisors coordinate vocational training and opportunities for consumers through advocacy, supporting people in completing daily job tasks, assisting individuals in meeting quality standards, finding and developing community jobs for people and communicating as needed with other support agencies regarding vocational related issues.

A COMPETENCY STATEMENT

Frontline supervisors develop new jobs and procure new work for individuals who work in community businesses or who receive supports in day training and habilitation programs.




PERFORMANCE INDICATORS

- Consumers earn regular paychecks. 
- Consumers are working in community businesses. 
- Consumers are busy during the day completing work tasks and do not have idle time. 

B COMPETENCY STATEMENT

Frontline supervisors oversee the training of individuals on how to complete job tasks.



PERFORMANCE INDICATORS

- Manager observe supervisors interacting with and providing feedback to direct support staff or consumers on the necessary steps for the completion of job tasks. 
- Managers review protocols that are developed for each individual and for each job task that indicate how the task is to be completed. 
- Supervisors develop means of demonstrating to manager how they train individuals to complete specific work tasks (e.g., video, task analyses) 

C COMPETENCY STATEMENT

Frontline supervisors oversee the support of individuals in creating an effective work load and schedule based on their individual preferences and needs.




PERFORMANCE INDICATORS

- Consumers and their family members report satisfaction with the consumer's work load and work schedules. 
- Support network members report that individuals served are receiving desired vocational support services based on their needs, preferences, and availability. 

D COMPETENCY STATEMENT

Frontline supervisors provide quality assurance checks for work completed by individuals supported.



PERFORMANCE INDICATORS

- Employers report positive performance observations regarding individuals supported in vocational services. 
- Contracting agencies report satisfaction with the quality of the work completed by the vocational program. 
- Manager observes routine quality checks performed by supervisor. 

E COMPETENCY STATEMENT

Frontline supervisors ensure that Department of Labor Standards are met in all work settings where individuals receive supports.

PERFORMANCE INDICATORS

- Direct support staff report or demonstrate competency regarding Department of Labor Standards. 
- Supervisors describe for the manager a time they addressed concerns about how Department of Labor Standards were being implemented. 



Broad Competency Area 13

Coordinating Policies, Procedures and Rule Compliance

Frontline supervisors understand and implement current state licensing rules and regulations, agency policies and practices, and protection of individual consumer rights.

A COMPETENCY STATEMENT

Frontline supervisors complete vulnerable adult investigations and follow through on reporting procedures as required by agency policy and state law.

Manager review of vulnerable adult reports indicate that supervisor provided follow through in accordance with agency policy and procedure and state rules and regulations.



Supervisor reports to manager in verbal discussion or narrative written document a description of one vulnerable adult situation, how it was handled by the supervisor and the various dilemmas and issues faced by the supervisor in that situation.



B COMPETENCY STATEMENT

Frontline supervisors have current information and knowledge regarding all state rules and regulations, and agency policies and procedures.

In conversation with manager supervisor engages in discussion regarding policies and procedures as identified by the manager.



Supervisor passes quiz regarding agency policies and procedures.



C COMPETENCY STATEMENT

Frontline supervisors write, review and update agency policies and procedures in response to licensing reviews, changes in rules and regulations, and consumer needs.

Supervisor reports to manager a change in an agency policy or procedure needed due to consumer issues, needs, and preferences.



Supervisors illustrate one example in which they had a demonstrated role in modifying an existing or developing a new policy or procedures.



D COMPETENCY STATEMENT

Frontline supervisors ensure compliance with state rules, regulations, and laws as well as agency policies and procedures.

Performance on licensing reviews and audits is good and indicates compliance.



Direct support staff report that the supervisor writes and implements agency procedures in response to state rules, regulations, or laws.



E COMPETENCY STATEMENT

Frontline supervisors participate in and respond to issues identified in licensing reviews, audits, and quality assurance monitoring activities.

Supervisors discuss with manager at least one example in which they have responded to concerns identified in licensing reviews, audits and quality assurance monitoring methods.






Supervisors discuss with manager issues identified in last licensing review, audit, or quality assurance review and their roles and responsibilities in that process.



F COMPETENCY STATEMENT

Frontline supervisors ensure the input of consumers and their families in the development of agency policies and procedures as well as federal and state rules and laws.

- Consumers and families report that the supervisor sought their input in the development of a new procedure or policy. 
- Supervisor provides manager with description of ways in which input from consumers and family members was sought prior to the development of a new agency procedure or policy. 
- Manager reviews the results of a survey for consumers and family members in which their input was sought regarding a new agency policy or procedure. 






Broad Competency Area 14 Office Work

Frontline supervisors communicate effectively in writing and via the telephone, complete various office tasks and utilize the computer effectively for word processing, developing spread sheets, and managing databases.




A COMPETENCY STATEMENT


Frontline supervisors answer the telephone and return phone calls promptly when messages are left.

- Supervisors share with managers their system for taking and responding to phone messages. This system indicates the date and time when a call came in and when the supervisor returned the call. 
- Family members, consumers, community members and support network members indicate that the supervisor returns calls promptly. 
- Consumer and family satisfaction surveys indicate that phone calls are returned promptly. 

B COMPETENCY STATEMENT




Frontline supervisors monitor and respond promptly to messages on answering machines, pagers, and voice mail.

- Supervisors share with managers their system for taking and responding to phone messages. This system indicates the date and time when a call came in and when the supervisor returned the call. 
- Family members, consumers, community members, and support network members indicate that the supervisor returns calls promptly. 
- Consumer and family satisfaction surveys indicate that phone calls are returned promptly. 

- Staff satisfaction surveys indicate that phone calls are returned promptly. 


C COMPETENCY STATEMENT

Frontline supervisors read and respond promptly to mail and e-mail.

- Supervisors share with managers their system for reading and responding promptly to mail and e-mail. This system indicates the date and time when a mail or e-mail came in and when the supervisor followed up as necessary regarding that piece of mail or e-mail. 
- Family members, consumers, community members and support network members indicate that the supervisor responds to mail or e-mail requests promptly. 
- Consumer and family satisfaction surveys indicate that request made of supervisors via mail and e-mail are responded to promptly. 



D COMPETENCY STATEMENT

Frontline supervisors write memos and reports concisely using appropriate grammar, spelling, and formats.

- Manager review of correspondence written by supervisor indicates that it is concise and communicates a clear message. 

E COMPETENCY STATEMENT

Frontline supervisors use the computer for word processing, database management, and creation of spread sheets.

- Supervisor demonstrates to manager skills in using computer by providing examples of work completed on word processing, database, and spread sheet software. 
- In discussion with manager, supervisors indicates how they use the computer to increase effectiveness in their daily work. 

F COMPETENCY STATEMENT

Frontline supervisors effectively complete various office tasks (e.g., copying, filing, typing).

- Consumer and personnel files have complete information in them.
- Supervisors discuss their process for keeping files current with manager.



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- Taylor, M., Bradley, V., & Warren, R. (1996). *The Community support skill standards: Tools for Managing Change and Achieving Outcomes*. Cambridge, MA: Human Services Research Institute.

Performance Checklist

Score for this sheet: _____

The sheets that follow can be duplicated and used as a scoring instrument for frontline supervisors. Use the key below to enter a score of 1 – 5 for each of the performance indicators measured.

- 1 Cannot do/doesn't know
- 2 Aware – initial practice
- 3 Performs – needs supervision
- 4 Performs – does independently
- 5 Applies skills – can teach others

Employee Name _____

Broad Competency Area (Number) _____

Competency Statement (Letter) _____

Supervisor/Trainer _____

Location _____ Date _____

Performance Indicator (number/description)	Score	Performance Indicator (number/description)	Score
_____	1 2 3 4 5	_____	1 2 3 4 5
_____		_____	
_____		_____	
_____		_____	
_____	1 2 3 4 5	_____	1 2 3 4 5
_____		_____	
_____		_____	
_____		_____	
_____	1 2 3 4 5	_____	1 2 3 4 5
_____		_____	
_____		_____	
_____		_____	

Performance Checklist

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Location _____ Date _____

Performance Indicator (number/description)	Score	Performance Indicator (number/description)	Score
_____	1 2 3 4 5	_____	1 2 3 4 5
_____		_____	
_____		_____	
_____		_____	
_____	1 2 3 4 5	_____	1 2 3 4 5
_____		_____	
_____		_____	
_____		_____	
_____	1 2 3 4 5	_____	1 2 3 4 5
_____		_____	
_____		_____	
_____		_____	

Performance Checklist - Tabulation of Scores

Use this sheet to tabulate scores for each area from the Performance Checklist. Enter the score for each competency area in the blank provided. Divide the supervisor's score by the total possible score for a percentage score.

Employee Name

Supervisor/Trainer

Date

1. Staff Relations

- A (5) score: _____ of 25
- B (3) score: _____ of 15
- C (3) score: _____ of 15
- D (3) score: _____ of 15
- E (2) score: _____ of 10
- F (2) score: _____ of 10
- G (2) score: _____ of 10
- H (2) score: _____ of 10

(22) Total: _____ of 110

Percentage score: _____

2. Direct Support

- A (2) score: _____ of 10
- B (3) score: _____ of 15
- C (3) score: _____ of 15
- D (3) score: _____ of 15
- E (2) score: _____ of 10
- F (2) score: _____ of 10
- G (3) score: _____ of 15
- H (2) score: _____ of 10
- I (3) score: _____ of 15
- J (2) score: _____ of 10
- K (2) score: _____ of 10
- L (2) score: _____ of 10
- M (3) score: _____ of 15
- N (3) score: _____ of 15

(35) Total: _____ of 175

Percentage score: _____

3. Facilitating and Supporting Consumer Support Networks

- A (4) score: _____ of 20
- B (4) score: _____ of 20
- C (2) score: _____ of 10
- D (2) score: _____ of 10
- E (2) score: _____ of 10
- F (3) score: _____ of 15
- G (2) score: _____ of 10
- H (3) score: _____ of 15
- I (2) score: _____ of 10

(24) Total: _____ of 120

Percentage score: _____

4. Program Planning and Monitoring

- A (3) score: _____ of 15
- B (2) score: _____ of 10
- C (2) score: _____ of 10
- D (3) score: _____ of 15
- E (2) score: _____ of 10
- F (3) score: _____ of 15
- G (2) score: _____ of 10
- H (3) score: _____ of 15
- I (2) score: _____ of 10
- J (2) score: _____ of 10
- K (2) score: _____ of 10
- L (2) score: _____ of 10
- M (2) score: _____ of 10
- N (4) score: _____ of 20
- O (3) score: _____ of 15
- P (2) score: _____ of 10
- Q (3) score: _____ of 15

(42) Total: _____ of 210

Percentage score: _____

Performance Checklist - Tabulation of Scores

Use this sheet to tabulate scores for each area from the Performance Checklist. Enter the score for each competency area in the blank provided. Divide the supervisor's score by the total possible score for a percentage score.

Employee Name

Supervisor/Trainer

Date

5. Personnel Management

- A (2) score: _____ of 10
- B (4) score: _____ of 20
- C (2) score: _____ of 10
- D (2) score: _____ of 10
- E (3) score: _____ of 15
- F (1) score: _____ of 5
- G (2) score: _____ of 10
- H (3) score: _____ of 15
- I (3) score: _____ of 15
- J (2) score: _____ of 10
- K (3) score: _____ of 15
- L (2) score: _____ of 10
- M (2) score: _____ of 10
- N (3) score: _____ of 15
- O (2) score: _____ of 10
- P (2) score: _____ of 10
- Q (3) score: _____ of 15
- R (2) score: _____ of 10
- S (2) score: _____ of 10
- T (3) score: _____ of 15
- U (1) score: _____ of 5
- V (2) score: _____ of 10
- W (2) score: _____ of 10
- X (2) score: _____ of 10
- Y (2) score: _____ of 10
- Z (2) score: _____ of 10

(59) Total: _____ of 295

Percentage score: _____

6. Training and Staff Development Activities

- A (2) score: _____ of 10
- B (5) score: _____ of 25
- C (2) score: _____ of 10
- D (3) score: _____ of 15
- E (5) score: _____ of 25
- F (3) score: _____ of 15
- G (2) score: _____ of 10
- H (2) score: _____ of 10

(24) Total: _____ of 120

Percentage score: _____

7. Public Relations

- A (2) score: _____ of 10
- B (2) score: _____ of 10
- C (2) score: _____ of 10
- D (2) score: _____ of 10
- E (2) score: _____ of 10
- F (2) score: _____ of 10

(12) Total: _____ of 60

Percentage score: _____

8. Maintenance

- A (3) score: _____ of 15
- B (2) score: _____ of 10
- C (2) score: _____ of 10
- D (2) score: _____ of 10
- E (2) score: _____ of 10
- F (2) score: _____ of 10

(13) Total: _____ of 65

Percentage score: _____

Performance Checklist - Tabulation of Scores

Use this sheet to tabulate scores for each area from the Performance Checklist. Enter the score for each competency area in the blank provided. Divide the supervisor's score by the total possible score for a percentage score.

Employee Name

Supervisor/Trainer

Date

9. Health and Safety Issues

- A (2) score: _____ of 10
- B (4) score: _____ of 20
- C (2) score: _____ of 10
- D (2) score: _____ of 10
- E (3) score: _____ of 15
- F (1) score: _____ of 5
- G (2) score: _____ of 10
- H (3) score: _____ of 15
- I (3) score: _____ of 15
- J (2) score: _____ of 10
- K (3) score: _____ of 15
- L (2) score: _____ of 10
- M (2) score: _____ of 10
- N (3) score: _____ of 15
- O (2) score: _____ of 10
- P (2) score: _____ of 10
- Q (3) score: _____ of 15
- R (2) score: _____ of 10
- (43) Total: _____ of 215

Percentage score: _____

10. Financial Activities

- A (3) score: _____ of 15
- B (2) score: _____ of 10
- C (3) score: _____ of 15
- D (2) score: _____ of 10
- E (2) score: _____ of 10
- F (2) score: _____ of 10
- G (2) score: _____ of 10
- H (3) score: _____ of 15
- I (2) score: _____ of 10
- (21) Total: _____ of 105

Percentage score: _____

11. Scheduling and Payroll

- A (3) score: _____ of 15
- B (2) score: _____ of 10
- C (2) score: _____ of 10
- D (3) score: _____ of 15
- (10) Total: _____ of 50

Percentage score: _____

12. Coordinating Vocational Supports

- A (3) score: _____ of 15
- B (3) score: _____ of 15
- C (2) score: _____ of 10
- D (3) score: _____ of 15
- E (2) score: _____ of 10
- (13) Total: _____ of 65

Percentage score: _____

Tabulation of Scores

Use this sheet to tabulate scores for each area from the Performance Checklist. Enter the score for each competency area in the blank provided. Divide the supervisor's score by the total possible score for a percentage score.

Employee Name

Supervisor/Trainer

Date

13. Coordinating Policies, Procedures and Rule Compliance

- A (2) score: _____ of 10
- B (2) score: _____ of 10
- C (2) score: _____ of 10
- D (2) score: _____ of 10
- E (2) score: _____ of 10
- F (3) score: _____ of 15

(13) Total: _____ of 65

Percentage score: _____

14. Office Work

- A (3) score: _____ of 15
- B (4) score: _____ of 20
- C (3) score: _____ of 15
- D (1) score: _____ of 5
- E (2) score: _____ of 10
- F (2) score: _____ of 10

(15) Total: _____ of 75

Percentage score: _____

Competency Statements/Percentage Scores/Priority		
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14	_____	_____

Training Priorities

Sort the percentage scores from lowest to highest, and number them from 1 – 12 below. The lowest percentage scores should receive the highest priority in assessment, training, or performance reviews.

___ Staff Relations (1)

Frontline supervisors enhance staff relations by using effective communication skills, encouraging growth and self-development, facilitating teamwork, employing conflict resolution skills, and providing adequate supports to staff.

___ Direct Support (2)

Frontline supervisors provide direct supports to individuals with disabilities and role model such supports to direct support staff by assisting with living skills, communicating and interacting with individuals served, facilitating community inclusion, maintaining an appropriate physical environment, providing transportation, maintaining finances, developing behavioral supports and demonstrating the importance of consumers becoming active citizens in their neighborhoods and local communities.

___ Facilitating and Supporting Consumer Support Networks (3)

Frontline supervisors facilitate and support the development and maintenance of consumer support networks through outreach to family members, community members, and professionals and through coordination of personal planning sessions in collaboration with the individual served.

___ Program Planning and Monitoring (4)

Frontline supervisors oversee program planning and monitoring by planning and developing individual goals and outcomes with consumers, coordinating and participating in support network meetings, monitoring, documenting and reporting progress toward meeting outcomes, and communicating with other service agencies.

___ Personnel Management (5)

Frontline supervisors coordinate personnel management by hiring new staff, conducting performance reviews, facilitating team work and staff meetings, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, defusing crises and conflicts between staff, and implementing grievance and formal contract procedures.

___ Training and Staff Development Activities (6)

Frontline supervisors coordinate and participate in direct support staff training and inservice by orienting new staff, arranging for staff to attend training and inservice sessions, maintaining training records, and supporting ongoing staff development.

___ Public Relations (7)

Frontline supervisors promote public relations by educating community members about persons with disabilities, advocating for the rights and responsibilities of individuals with developmental disabilities, developing media presentations and recruiting volunteers and contributions.

Employee Name

Supervisor/Trainer

Date

___ Maintenance (8)

Frontline supervisors coordinate and participate in home, vehicle, and personal property maintenance.

___ Health and Safety Issues (9)

Frontline supervisors ensure that individuals supported are safe and living healthy lives by monitoring safety issues, coordinating, monitoring and documenting medical supports, practicing appropriate emergency procedures, responding to emergencies and promoting consumer rights regarding health and safety issues.

___ Financial Activities (10)

Frontline supervisors ensure fiscal responsibility and management by supporting individuals with banking and other financial maintenance agreements; developing, managing, and implementing household budgets; developing contracts for services with outside vendors, and completing audits of household and consumer finances.

___ Scheduling and Payroll (11)

Frontline supervisors ensure staff are scheduled, paid, and receive time off when requested.

___ Coordinating Vocational Supports (12)

Frontline supervisors coordinate vocational training and opportunities for consumers through advocacy, supporting people in completing daily job tasks, assisting individuals in meeting quality standards, finding and developing community jobs for people and communicating as needed with other support agencies regarding vocational related issues.

___ Coordinating Policies, Procedures and Rule Compliance (13)

Frontline supervisors understand and implement current state licensing rules and regulations, agency policies and practices, and protection of individual consumer rights.

___ Office Work (14)

Frontline supervisors communicate effectively in writing and via the telephone, complete various office tasks and utilize the computer effectively for word processing, developing spread sheets, and managing databases.