



# National Frontline Supervisor Competencies Frontline Supervisor Assessment

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Research & Training Center on Community Living  
Institute on Community Integration (UCEDD)

UNIVERSITY OF MINNESOTA  
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## Purpose of the Frontline Supervisor Assessment

This assessment is designed to be used as one method to help Frontline Supervisors (FLS) and Frontline Supervisor candidates evaluate their current performance level and create a self-development plan in these areas. While self-assessment is critical, it is suggested that a direct supervisor also complete this form in order to provide a more well-rounded view of the FLS or FLS candidate's current skill set. This assessment is designed to be used at the time of hire as well as a regular assessment tool for internal FLS and FLS candidates. For external FLS candidates, refer to the list of structured behavioral interview questions found at (provide link).

## How to use this tool

### Program directors

To effectively meet the unique needs of each organization, we encourage program directors to customize this FLS assessment tool by considering how each competency area (and individual skill statements, if desired) aligns with the organization's mission and goals. Given the services provided by the organization, identify those competency areas and skill statements that are considered high priority or medium priority. Use the following definitions when considering the FLS job priority level —

### Job priority level scale

High:	This competency area/statement is extremely necessary to role of an FLS. An FLS uses this skill almost daily, or, it is critical that an FLS be competent in this area/statement when the job requires it.
Medium:	This competency is required of an FLS but this skill is not used daily. An FLS could get by with not knowing or practicing skills in this competency area/statement.
Low:	This competency area/statement is rarely required of an FLS and is not necessary.

After the relevant competency areas have been identified (those marked as "high" or "medium" priority), the assessment is ready to be utilized by Direct Supervisors and FLS.

### Direct Supervisors (DS) and FLS

Based on the definitions provided below, DS should check the box to the right of the skill statement that most accurately reflects the FLS's (or FLS candidate's) current performance level. FLS completing a self-assessment should rate their own performance level for each competency area and corresponding skill statements.

### Performance level scale

Introductory:	FLS has little/no knowledge of this skill statement or strategies for implementing it.
Practice:	FLS has some knowledge of this skill statement but does not have an understanding of how to implement it.
Proficient:	FLS has good knowledge of this skill statement and is usually able to use this skill effectively on the job. However, the FLS needs additional information and support in using this skill in new or unfamiliar situations.
Advanced:	FLS has superior knowledge of this skill statement , always uses this skill well, and can deal with almost any situation effectively.
Not applicable:	There is no opportunity in this setting for the FLS to practice or demonstrate competence in this skill area.

## Frontline Supervisor Assessment: Competency areas

Job priority			Competency areas and skill statements				
Low	Medium	High					
			Introductory	Practice	Proficient	Advanced	Not applicable
			<b>1. Direct support</b>  Frontline Supervisors demonstrate excellence in providing culturally appropriate direct support services to participant using person-centered approaches and strategies that support participant to be fully engaged and included in each aspect of his or her daily life, have maximum choice and control, and gain independence.	FLS			
			<b>1.A.</b> Complete all direct support tasks competently and thoroughly when scheduled, demonstrate best practice in person-centered support, and be an exemplary direct support role model for the staff she or he supervises.	DS			
			<b>1.B.</b> Provide support that demonstrates respect and value for diversity in cultural practices and all aspects of participant's life.	FLS			
				DS			
			<b>1.C.</b> Communicate effectively with participant using active listening skills, responding to requests and concerns, and interacting using most culturally competent and effective methods of communication.	FLS			
				DS			
			<b>1.D.</b> Actively observe for signs of neglect, maltreatment, or violation of rights and take immediate action to remedy situation and support advocacy and personal empowerment in this process, reporting internally and to outside agencies as required by law and in the best interest of the participant.	FLS			
				DS			
			<b>1.E.</b> Assist participant to create a physical environment that is accessible, comfortable, and meets his or her unique style and needs.	FLS			
				DS			
			<b>1.F.</b> Use interactions and observations as opportunities to critically evaluate and analyze the quality of supports provided to participant and strive for ongoing quality improvement.	FLS			
				DS			
			<b>1.G.</b> Encourage participant to be as engaged as possible in all aspects of his or her daily life, teaching as necessary.	FLS			
				DS			
			<b>1.H.</b> Support participant in making and maintaining relationships by identifying, planning for, and supporting participation, contribution, and engagement in events and activities that support these.	FLS			
				DS			

Job priority			Competency areas and skill statements	Introductory	Practice	Proficient	Advanced	Not applicable
Low	Medium	High						
			<b>2. Health and safety</b> Frontline Supervisors work with participant and his or her teams to develop a support plan to promote the health, safety, and wellbeing of participant based on individual preferences and goals. Frontline Supervisors actively monitor, review, discuss with participant, and modify support plans to ensure most effective strategies are in place.					
			<b>2.A.</b> Develop and monitor a unique risk management plan for participant that addresses all areas of health and safety and provide guidance to DSPs in reducing and managing those risks in conjunction with the person supported.	FLS				
				DS				
			<b>2.B.</b> Promote healthy living by ensuring staff have the information and training necessary to support participant in making healthy choices while respecting participant's preferences.	FLS				
				DS				
			<b>2.C.</b> Recognize the eight dimensions of wellness as social, environmental, physical, emotional, spiritual, occupational, intellectual, financial, and develop a support plan directed by participant that includes important domains.	FLS				
				DS				
			<b>2.D.</b> Access generic health and wellness activities offered in the community whenever possible to help participant engage in healthy behavior and connect to naturally existing social support and peers.	FLS				
				DS				
			<b>2.E.</b> Develop plan and oversee DSP administration of medications and treatments for participant, including active ongoing assessment of participant's wellbeing in response to the medication.	FLS				
				DS				
			<b>2.F.</b> Monitor participant for signs of illness or health-related concerns and respond by implementing treatments, reporting issues to health care professionals and participant's families as appropriate, documenting as needed, and ensuring coordination between care providers.	FLS				
				DS				
			<b>2.G.</b> Ensure that infection control procedures are used as necessary and in accordance with best practice and OSHA/CDC recommendations.	FLS				
				DS				
			<b>2.H.</b> Support participant and his or her support network in making informed decisions about health care plans, promoting understanding of available medical interventions, procedures, or medications, and treatment options.	FLS				
				DS				
			<b>2.I.</b> Ensure DSPs provide sufficient support and oversight to help participant follow health care provider's orders in accordance with organization policies and procedures and as defined by participant's needs or specific wishes.	FLS				
				DS				

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		<b>2.J.</b> Ensure participant receives both routine and emergency medical care related to physical and mental health, therapeutic services, and dental care, and coordinate transportation or take participant on related appointments.	FLS				
		<b>2.K.</b> Facilitate services with health care providers by obtaining informed consent and release of information from participant or participant's legal decision maker, share necessary information with health care provider, and advocate when necessary to ensure proper and competent care.	FLS				
		<b>2.L.</b> Identify local emergency plans and hazards that affect local area, develop and maintain an emergency communications plan and disaster supplies kit, and ensure fire/emergency drills are completed and documented as required by best practice and OSHA/CDC recommendations.	FLS				
		<b>2.M.</b> Actively seek medical and dental practitioners who provide high quality services in the community and can work within participant's budget, needs, and current health plan.	FLS				
		<b>2.N.</b> Order medical supplies, interact with pharmacies, and arrange for supplies and medications to be picked up or delivered as needed or requested by participant or family.	FLS				
		<b>2.O.</b> Ensure records are maintained that are easy to use and provide the most critical information regarding health and wellness needs of participant.	FLS				
		<b>2.P.</b> Support participant to identify his or her choices related to end of life care and assist the participant in expressing these wishes to family members and/or legal guardian.	FLS				

Job priority			Competency areas and skill statements					
Low	Medium	High	3. Participant support plan development, monitoring, and assessment	Introductory	Practice	Proficient	Advanced	Not applicable
			Frontline Supervisors operationalize participant's individual goals and identified outcomes into a coordinated support plan. Frontline Supervisors coordinate and facilitate support network meetings, maintain communication with other service providers, family, and allies, and monitor, document, and report progress toward goals.					
			<b>3.A.</b> Identify participant's individual preferences and needs, and ensure service planning and implementation are designed to meet his or her preferences and needs.	FLS				
				DS				
			<b>3.B.</b> Coordinate and/or conduct assessments of participant preferences, capabilities, and needs by using appropriate assessment strategies, involving legal decision makers, explaining the process to participant throughout, and discuss findings and recommendations with participant.	FLS				
				DS				
			<b>3.C.</b> Coordinate, facilitate, or engage a facilitator in person-centered and participant-directed planning meetings for participant, or assist direct support staff in this planning process.	FLS				
				DS				
			<b>3.D.</b> Develop individual support plan in partnership with participant and his or her support networks and support them in monitoring the implementation of participant support plan.	FLS				
				DS				
			<b>3.E.</b> Coordinate the development of services for new participant in partnership with person being supported and his or her family and/or support network.	FLS				
				DS				
			<b>3.F.</b> Identify additional resources for participant and DSPs or for changes to service delivery both within and outside of supporting organization, and advocate for these resources with managers.	FLS				
				DS				
			<b>3.G.</b> Using positive behavior support strategies, design, implement and monitor support plans designed to teach self-management and promote wellness, recovery, and crisis prevention, when a person supported engages in challenging or risky behavior.	FLS				
				DS				
			<b>3.H.</b> Coordinate and enhance support by communicating necessary information and maintaining positive working relationships with staff from other agencies, family, or allies that provide supports to participant as appropriate.	FLS				
				DS				
			<b>3.I.</b> Maintain consumer records (hard copy and/or electronic) by completing necessary documentation according to best practices in data privacy, confidentiality, HIPAA compliance, and data management.	FLS				
				DS				

Job priority			Competency areas and skill statements					
Low	Medium	High						
			4. Facilitating community inclusion across the lifespan	Introductory	Practice	Proficient	Advanced	Not applicable
			Frontline Supervisors facilitate and support the development and maintenance of participant support networks in partnership with person supported. Frontline Supervisors support participant to explore educational, employment, volunteer, and retirement opportunities, and/or collaborate with other staff and providers to coordinate supports that will assist participant in reaching goals and actively participating in activities of his or her choice across the lifespan.					
			<b>4.A.</b> Ensure that services are not engaged in ways that create barriers to maintaining positive relationships with family, friends, or other community members.	FLS				
				DS				
			<b>4.B.</b> Consult and engage members of participant's support network (as appropriate and desired by participant) in efforts to identify and support the preferences for relationships and activities as well as problem- solve any issues or challenges regarding these activities.	FLS				
				DS				
			<b>4.C.</b> Promote positive relationships between participant, staff, and other individuals in participant network and the community at large.	FLS				
				DS				
			<b>4.D.</b> Support participants facing age-related issues such as grief, loss, and declining health, by demonstrating healthy boundaries, care, empathy, and engaging participants in natural community supports.	FLS				
				DS				
			<b>4.E.</b> Support participant in community educational, recreation, leisure, retirement, and employment opportunities, and facilitate coordination with generic community agencies to provide inclusive opportunities for participant.	FLS				
				DS				
			<b>4.F.</b> Use information about participant's hobbies, skills, and interests to assist participant in identifying desired educational, employment, or volunteer opportunities (in partnership with members of participant's support team when appropriate).	FLS				
				DS				
			<b>4.G.</b> Identify various stakeholders to ensure education, employment, volunteer, and retirement supports are appropriate and effective.	FLS				
				DS				
			<b>4.H.</b> Assist participant in accurately and thoroughly completing education, membership, or employment-related applications.	FLS				
				DS				
			<b>4.I.</b> Ensure participant understands his or her right to not answer application questions about his or her disability by discussing the Americans with Disabilities Act and disability disclosure, and support participant in dealing with these situations in interviews.	FLS				
				DS				

		<b>4.J.</b> Work with community guides and hire staff with linguistic and cultural competence to meet the unique needs of participant.	FLS				
			DS				
		<b>4.K.</b> Develop new jobs and procure new work in partnership with participant who works in community businesses or who receives support in employment support services.	FLS				
			DS				
		<b>4.L.</b> Oversee participant's work, workload, and schedule based on his or her individual preferences and needs, and ensure that Federal and local agency standards are met.	FLS				
			DS				
		<b>4.M.</b> Oversee services to participant preparing for entry into educational, employment, or volunteer positions, and review opportunities for continued training and professional development.	FLS				
			DS				
		<b>4.N.</b> Help participant and support team identify resources such as transportation, funds, and contacts within the community to ensure participant stays engaged in preferred community activities.	FLS				
			DS				
		<b>4.O.</b> Support participant in coordinating, facilitating, and/or participating in support network meetings and participant council meetings.	FLS				
			DS				
		<b>4.P.</b> Assist participant in the use of assistive, mobile, and other supportive technology to support independence and meaningful engagement in the community, including virtual communities.	FLS				
			DS				

			Competency areas and skill statements	Introductory	Practice	Proficient	Advanced
Low	Medium	High					
		5.	<b>Promoting professional relations and teamwork</b> Frontline Supervisors enhance professional relations among team members and their capacity to work effectively with others toward common goals by using effective communication skills, facilitating teamwork, and supporting and encouraging growth and professional development.				
		5.A.	Facilitate teamwork and positive interactions among teams and between staff, manage conflict, and provide counseling and support to DSPs as needed in all work sites, particularly for DSPs who work in remote settings.	FLS			
		5.B.	Ensure DSPs at remote sites are not left without proper supervision and engage proactive strategies such as video chats, feedback from others, and other methods of regular communication to keep staff engaged and effective.	FLS	DS		
		5.C.	Use technology such as phone, email, text messaging, and video chats effectively in supervisory tasks and recognize in which situation each type of communication is best.	FLS			
		5.D.	Respond to staff questions and crises when on-call and/or providing remote supervision, facilitating debriefing sessions and providing emotional support to staff as needed.	FLS	DS		
		5.E.	Maintain appropriate boundaries regarding personal vs. professional issues, and educate and support staff to maintain healthy professional boundaries.	FLS			
		5.F.	Involve and empower DSPs by taking a direct interest in their roles and responsibilities, encouraging staff to try new ideas, seeking staff opinions and input regarding various issues, and empowering staff to make decisions.	FLS	DS		
		5.G.	Teach, model, and coach DSPs in the most effective approaches to achieve the direct support competencies.	FLS			
		5.H.	Promote increased understanding among team members of individual differences and perspectives as it relates to teamwork and individual support services.	FLS	DS		
		5.I.	Maintain appropriate confidentiality in communication related to participant and inform appropriate people when confidentiality cannot be kept.	FLS			
		5.J.	Report and discuss participant-, family-, staff-, and individual support service-related issues and procedures as necessary with management, support staff, and other supervisors as needed.	FLS	DS		
		5.K.	Coordinate and facilitate staff meetings, ensuring a sense of trust and openness and encouraging group participation and ownership.	FLS			

Job priority			Competency areas and skill statements				
Low	Medium	High					
			Introductory	Practice	Proficient	Advanced	Not applicable
			<b>6. Staff recruitment, selection, and hiring</b>				
		High	Frontline Supervisors use best practices to actively recruit and lead a selection process that actively includes the participant and his or her support network. Frontline Supervisors provide sufficient information about the position through a realistic job preview and conduct effective interviews to promote successful hires of direct support staff.				
			<b>6.A.</b> Use best practices in recruitment activities that maximize the chances of finding DSPs who are likely to be a good match to positions and the participants.	FLS			
				DS			
			<b>6.B.</b> Effectively screen applicants before an interview, and conduct an interview using structured behavioral questions and other assessments based on identified competencies.	FLS			
				DS			
			<b>6.C.</b> Develop and use Realistic Job Previews using the five key characteristics and appropriate delivery method for the participant and the setting.	FLS			
				DS			
			<b>6.D.</b> Schedule and complete interviews with potential new staff and make hiring decisions in partnership with peers, participant, his or her family members, and organization staff.	FLS			
				DS			
			<b>6.E.</b> Assess staff functional ability and capacity, ensuring health physicals are completed (as required or needed), addressing identified ADA issues, and arranging for criminal background checks and driver's license reviews (as required or needed) for newly hired staff.	FLS			
				DS			
			<b>6.F.</b> Support and advocate for recruitment, admissions and hiring, and retention efforts that ensure a diverse employee pool.	FLS			
				DS			
			<b>6.G.</b> Collect, measure, and evaluate turnover, tenure, vacancy rates, and employee job satisfaction (as is appropriate to the work setting), and design and implement effective interventions to promote retention, including but not limited to improving organizational personnel practices.	FLS			
				DS			
			<b>6.H.</b> Recruit and mentor community volunteers and intern students in partnership with participant.	FLS			
				DS			
			<b>6.I.</b> Use culturally competent practices in recruitment, selection, and hiring.	FLS			
				DS			

Job priority			Competency areas and skill statements				
Low	Medium	High					
			Introductory	Practice	Proficient	Advanced	Not applicable
			<b>7. Staff supervision, training, and development</b>				
		High	Frontline Supervisors coordinate and lead competency-based direct support staff training and professional development activities, including coaching and mentoring. Frontline Supervisors conduct performance reviews and are responsible for all aspects of staff supervision, including scheduling and maintaining training records.				
			<b>7.A.</b> 7. A. Provide on-boarding to new staff using a variety of orientation strategies including the use of mentors and peer-to-peer feedback, and coordinate and document staff participation in orientation, training, and self-directed learning and professional development activities.	FLS			
				DS			
			<b>7.B.</b> 7. B. Promote the ongoing competency- based training and development of DSPs by effectively supporting employees in creating and updating professional development plans, and sharing resources related to best practices, emerging trends, and evidence-based practices.	FLS			
				DS			
			<b>7.C.</b> 7. C. Provide required training to DSPs on the needs of participant, attending to all relevant rules, regulations, the NADSP Code of Ethics, and other professional codes using a variety of competency based training methods to address different learning styles.	FLS			
				DS			
			<b>7.D.</b> 7. D. Use a variety of methods and styles to provide coaching and feedback to staff regarding performance issues, including demonstrating correct performance and implementing necessary disciplinary action.	FLS			
				DS			
			<b>7.E.</b> 7. E. Build ongoing development of cultural awareness individually and within staff body to promote effective communication and professional relationships within a diverse staff body.	FLS			
				DS			
			<b>7.F.</b> 7. F. Observe and solicit feedback from staff, participant, and his or her family regarding DSP training needs, and identify potential resources and other opportunities for training.	FLS			
				DS			
			<b>7.G.</b> 7. G. Complete staff performance reviews and/or assist participant and family to complete performance reviews by gathering input from peers, participant, family members, and organization as required by policy and procedures.	FLS			
				DS			
			<b>7.H.</b> 7. H. Complete salary reviews and make recommendations regarding increases and other means of recognition, including opportunities for promotion and staff celebrations.	FLS			
				DS			
			<b>7.I.</b> 7. I. Develop staff schedules and/or assist participant and family to develop staff schedules within budgetary limitations, under union and organizational policies and rules, and in response to participant needs.	FLS			
				DS			

		<b>7.J.</b> Solicit and approve staff time cards, approve staff leave, and secure staff to fill-in when vacancies occur.	FLS					
			DS					
		<b>7.K.</b> Operate and manage multiple sites and remote locations, fostering a common vision of service delivery, and ensuring that staff complete core job tasks as required and expected.	FLS					
			DS					
		<b>7.L.</b> Complete necessary paperwork for changes in staff status, developing and modifying staff job descriptions as needed and/or assist participant and family to do so.	FLS					
			DS					
		<b>7.M.</b> Monitor, review, and implement labor contracts, attend labor management meetings, and respond to formal grievances when applicable, including following up on reports of staff injury at work and all workers' compensation-related issues.	FLS					
			DS					

Job priority			Competency areas and skill statements					
Low	Medium	High						
			8. Service management and quality assurance	Introductory	Practice	Proficient	Advanced	Not applicable
			Frontline Supervisors effectively manage and oversee participant services and supports in group service settings and individual and remote service settings, including compliance with all federal, state, and local rules and regulations, and apply ethical principles related to best practices in services and supports. Frontline Supervisors oversee the management of financial activities within the scope of work assignments to ensure continued quality service delivery.					
			<b>8.A.</b> Design, implement, and evaluate strategies to identify desires, preferences, issues, concerns, and other supports for participant while respecting participant's rights.	FLS				
				DS				
			<b>8.B.</b> Participate in and respond to issues identified in licensing reviews, audits, and quality assurance monitoring activities, including Protective Service investigations.	FLS				
				DS				
			<b>8.C.</b> Maintain regular contact with participant, family members, and support team members regarding concerns identified in participant satisfaction surveys.	FLS				
				DS				
			<b>8.D.</b> Effectively communicate verbally and in writing, ensuring the privacy of others and using respectful and person-centered language in a concise and timely manner.	FLS				
				DS				
			<b>8.E.</b> Provide instructions and resources to staff when delegating responsibilities to ensure successful completion of tasks.	FLS				
				DS				
			<b>8.F.</b> Have knowledge of and ensure compliance with all Federal and state rules, regulations, and policies specific to each work setting.	FLS				
				DS				
			<b>8.G.</b> Maintain a safe environment by coordinating internal or external services or performing duties as needed to ensure maintenance and safety.	FLS				
				DS				
			<b>8.H.</b> Prioritize tasks and responsibilities in order of importance to ensure that deadlines are met, delegating tasks or duties to staff as they are capable of achieving.	FLS				
				DS				
			<b>8.I.</b> Manage or assist in the management of financial accounts, including participant bills (as needed) and petty cash accounts as appropriate according to setting.	FLS				
				DS				

			<b>8.J.</b> Manage all required financial documentation, including staff expense reimbursement reports, budget reports, and organization asset and depreciation inventories.	FLS				
				DS				
			<b>8.K.</b> Complete annual paperwork to ensure that Medical Assistance, SSI, and other related government benefits are current for participant, making adjustments or establishing new per diem rates in partnership with participant.	FLS				
				DS				
			<b>8.L.</b> Solicit the input of participant and his or her family in the development of organization policies and procedures as well as federal and state rules and laws.	FLS				
				DS				
			<b>8.M.</b> Write, review, and update organization policies and procedures in response to licensing reviews, changes in rules and regulations, and participant needs.	FLS				
				DS				
			<b>8.N.</b> Effectively complete administrative tasks, learning and using technology to promote efficiency.	FLS				
				DS				
			<b>8.O.</b> Learn and remain current with appropriate documentation systems, setting priorities and developing systems to manage documentation, including electronic methods.	FLS				
				DS				

Job priority			Competency areas and skill statements				
Low	Medium	High					
			Introductory	Practice	Proficient	Advanced	Not applicable
			<b>9. Advocacy and public relations</b> Frontline Supervisors promote public relations by educating community members about the rights of people with disabilities, advocating for and with the participant for services and opportunities that promote safe, respected, and valued membership in the community.				
			<b>9.A.</b> Promote self-advocacy when participant faces barriers to service needs, including educating and lobbying decision makers.	FLS			
				DS			
			<b>9.B.</b> Interact with and educate community members and organizations when relevant to participant's needs or services.	FLS			
				DS			
			<b>9.C.</b> Identify strategies and implement methods to improve the status and image of people supported and DSPs.	FLS			
				DS			
			<b>9.D.</b> Provide education to community members regarding the organization and people with disabilities in partnership with participant advocacy groups and organizational or community efforts.	FLS			
				DS			
			<b>9.E.</b> Assist in the development of educational and promotional materials including newsletters, newspaper articles, brochures, videos, and contacts with media.	FLS			
				DS			
			<b>9.F.</b> Collaborate and maintain relationships with community vendors, landlords, and other service agencies within the community.	FLS			
				DS			
			<b>9.G.</b> Demonstrate knowledge of current laws, services, and community resources to assist and educate participant to secure needed supports.	FLS			
				DS			
			<b>9.H.</b> Teach advocacy skills such as record-keeping, calm and objective descriptions of problems, persistence, and utilizing legal services or professional advocates to participants and DSPs or families as needed.	FLS			
				DS			
			<b>9.I.</b> Be knowledgeable about systems and advocacy issues in the community and educate participants, families, and others as needed or desired.	FLS			
				DS			
			<b>9.J.</b> Connect people to community resources that can help them with their advocacy issues.	FLS			
				DS			

Job priority			Competency areas and skill statements						
Low	Medium	High	10. Leadership, professionalism, and self-development		Introductory	Practice	Proficient	Advanced	Not applicable
			Frontline Supervisors maintain professionalism and engage in ongoing self-development and professional development activities. Frontline Supervisors share and receive knowledge from others, support coworkers, and actively participate in the life of his or her organization.						
			<b>10.A.</b> Employ effective leadership strategies for problem-solving, decision-making, and conflict management.	FLS					
				DS					
			<b>10.B.</b> Recognize own personal biases, stereotypes, and prejudices to maintain objectivity when interacting with others.	FLS					
				DS					
			<b>10.C.</b> Demonstrate sensitivity and respect for the opinions, perspectives, customs, and individual differences of others, and actively seek opinions and ideas from people of varied background and experiences to improve decisions.	FLS					
				DS					
			<b>10.D.</b> Complete duties with integrity by staying focused on the individual supported, being honest, showing respect towards others at all times, and completing tasks in a timely and effective way.	FLS					
				DS					
			<b>10.E.</b> Maintain professionalism by managing own stress, balancing personal and professional life, taking vacations and breaks, and utilizing stress management practices.	FLS					
				DS					
			<b>10.F.</b> Complete required training education/certification and continue professional development and development of expertise by keeping abreast of evidence-based best practices, technology, and relevant resources that will enhance knowledge and leadership in practice.	FLS					
				DS					
			<b>10.G.</b> Actively participate in personal professional development plan by identifying occupational interests, strengths, options, and opportunities.	FLS					
				DS					
			<b>10.H.</b> Attend and actively contribute in organizational activities, including planning and development activities, and leadership team meetings.	FLS					
				DS					

Job priority			Competency areas and skill statements				
Low	Medium	High					
			11. Cultural awareness and responsiveness				
			Frontline Supervisors respect all unique characteristics of participant by providing culturally appropriate supports and services.				
			<b>11.A.</b> Ensure that media and printed information displayed within and disseminated by organization positively reflect the different cultures, languages, and literacy levels of individuals and families supported by organization.	FLS			
			<b>11.B.</b> Seek bilingual/bicultural or multilingual/multicultural staff, or volunteers who are skilled or certified in the provision of medical interpretation services during treatment, interventions, meetings, or other events for individuals and families who need or prefer this level of assistance.	DS			
			<b>11.C.</b> Intervene in an appropriate manner when other staff or participants within the organization are observed engaging in behaviors that show cultural insensitivity, racial biases, and/or prejudice.	FLS			
			<b>11.D.</b> Recognize that the meaning or value of health, wellness, preventative health services, and medical treatment may vary greatly among cultures, acknowledging that individuals and families as the ultimate decision makers for services and supports impacting their lives.	DS			
			<b>11.E.</b> Seek information from individuals, families or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse groups served by the organization.	FLS			
				DS			

Note: The National Frontline Supervisor Competencies were largely informed by the National Validation Study, a recent validation of the Minnesota Frontline Supervisor Competencies and Performance Indicators (Larson et al., 2007). For more information about the National Validation Study, refer to: <http://rtc.umn.edu/docs/NationalValidationStudyReport2007FINAL.pdf>.