

Frontline Supervisor Self-Assessment: With “At Hire” and “90-Day” Skills Identified

Your Name: _____ Date Completed: _____

Name and title of person filling out assessment: _____

Purpose of this tool:

This assessment tool is designed to use as one method to help you as a Frontline Supervisor (FLS) identify your current level of skill and to serve as a basis for a self-development plan in these areas. While self-assessment of skills is critical, you may also consider having others such as some of the people you supervise or have your supervisor fill out this form to give a more well-rounded review of skills. By seeking others' input you will not only discover how well you apply the skill statements listed, but also how important others feel these skill statements are to your role as a FLS.

Instructions:

Please rate your performance on each skill statement in the tables on the following pages. Please check the box to the right of the skill statement that most accurately reflects your performance (Introductory, Practice, Proficient, or Advanced). Also, in the left hand columns, please describe how important that skill is in your job duties. For example, if the skill is part of your job description and used frequently, check High; if it is a skill that is not frequently required, check Low, etc. Below are the definitions to use when considering your performance level and the priority of each skill.

Twenty-five of these skills have been identified as being important skills that FLS can perform upon hire. These are highlighted in blue.

Forty-seven additional skills have been identified as being important skills that FLS can perform within 90 Days of hire. These are highlighted in green.

√ **Performance Level Scale**

Introductory: I have little or no knowledge of this skill statement or strategies for implementing them.

Practice: I have some knowledge of this skill statement. I understand the importance of the skill statement but do not have an understanding of how to implement it.

Proficient: I have good knowledge of this skill statement and I am usually able to use these skills effectively on the job, however, I need additional information and support in using this skill in new or unfamiliar situations.

Advanced: I have superior knowledge of this skill statement and always use this skill well and can deal with almost any situation effectively.

Not Applicable: There is no opportunity in this setting for me to practice or demonstrate competence in these skill areas.

√ **Job Priority Level Scale**

N/A Competency in this area is irrelevant to the role of frontline supervisors.

Low: Competency in this area is not important, though at times is could be useful.

Medium: Competency in this area is important but is not critical.

High: Competency in this area is critical. (Regardless of frequency of activity)

Note: These skill statements came from the publication *The Minnesota Frontline Supervisor Competencies and Performance Indicators*. For more information about *The Minnesota Frontline Supervisor Competencies and Performance Indicators* please contact: University of Minnesota staff at 612-624-0060. A downloadable PDF copy of this publication can be found at: <http://rtc.umn.edu/dsp/pub1.asp>

Frontline Supervisor Self-Assessment: With “At Hire” and “90-Day” Skills Identified

✓ **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.

Job Priority			Performance Level					
High	Medium	Low	Competency Statements	Introductory	Practice	Proficient	Advanced	N/A
			A. FLS 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 their performance.					
			B. FLS facilitate and encourage staff to be creative and try new ideas.					
			C. FLS seek staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empower staff to make decisions.					
			D. FLS facilitate teamwork and positive interactions and attitudes among staff.					
			E. FLS provide counseling and support to staff when conflicts arise.					
			F. FLS provide formal communication to staff through communication log books or memos, and by facilitating effective meetings and purposeful interactions.					
			G. FLS take a direct interest in the roles and responsibilities of staff.					
			H. FLS encourage staff to maintain appropriate boundaries regarding personal versus professional issues.					

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✓ **Competency Area 2: Direct Supports**

Frontline supervisors provide direct supports to individuals with disabilities and role model such supports to Direct Support Professionals (DSP) by assisting with living skills, communicating and interacting with consumers, 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.

Job Priority			Skill Statements	Performance Level				
				Introductory	Practice	Proficient	Advanced	N/A
High	Medium	Low						
			A. FLS communicate effectively with supported individuals using their primary method of communication (e.g., gestures, verbal, sign language, communication boards).					
			B. FLS 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.					
			C. FLS assist individuals with daily living skills, meal preparation, self-care, health care, and maintenance tasks as needed.					
			D. FLS assist individuals in developing daily activities that are of interest to the people receiving supports.					
			E. FLS help individuals in identifying, planning, and participating in community events and activities.					
			F. FLS support individuals in making and maintaining friendships with community members.					
			G. FLS ensure that the physical environment where individuals live meets their style and needs.					
			H. FLS assist individuals in purchasing household supplies, personal items, and groceries.					
			I. FLS support individuals in identifying, securing, and utilizing transportation based on individual preferences and needs.					
			J. FLS implement behavior support plans, intervene with individuals in response to challenging behavior, and defuse crisis situations as they arise.					
			K. FLS assist individuals in developing and maintaining friendships and family relationships through various means including correspondence, phone contact, and in planning and coordinating social activities.					
			L. FLS teach and coach direct support personnel in the most effective approaches to achieve these direct support competencies.					
			M. FLS identify necessary resources for individuals served and direct support staff and advocate for these resources with their managers.					
			N. FLS critically evaluate the quality of supports provided to the individuals who receive services and continuously strive for improvement.					

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✓ **Competency Area 3: Facilitating and Supporting Consumer Support Networks**

FLS 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 individuals receiving service.

Job Priority

Performance Level

High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
			A. In their efforts to identify and advocate for the desires, preferences, issues and concerns of the individuals receiving service, FLS communicate and consult with county case managers, other support agencies, and support team members while respecting the rights of the individuals served.					
			B. FLS maintain regular contact with consumers, family members and support team members regarding complaints and issues, and design, implement and evaluate strategies to address issues identified in consumer satisfaction surveys.					
			C. FLS network with other service agencies to learn new ideas and strategies for supporting individuals.					
			D. FLS coordinate or assist in the development of new programs and support services.					
			E. FLS facilitate coordination with generic community agencies (e.g., YMCA, Lions) to provide inclusive opportunities for the individual.					
			F. FLS support individuals in connecting and maintaining involvement with community agencies, organizations, events and activities.					
			G. FLS support individuals in learning about and participating in community educational opportunities (e.g., adult education courses, continuing education).					
			H. FLS promote positive relationships between supported individuals, staff and neighbors and actively participate in neighborhood associations.					
			I. FLS support those served by coordinating, facilitating and participating in support network meetings and consumer council meetings.					

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✓ **Competency Area 4: Program Planning and Monitoring**

FLS 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.

Job Priority			Performance Level					
High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
			A. FLS develop, implement and monitor consumer support plans or assist direct support personnel in this process.					
			B. FLS facilitate person-centered planning meetings for individuals or assist DSPs in this planning process.					
			C. FLS coordinate the development of new services for people who are new to the program.					
			D. FLS coordinate and facilitate annual, quarterly and as-needed consumer planning meetings or assist direct support personnel in this process.					
			E. FLS complete and use formal and informal assessments regarding behaviors, adaptive skills, health, physical development, etc., or assist direct support personnel in this process.					
			F. FLS develop and monitor the implementation and documentation of progress toward the supported individual’s personal goals.					
			G. FLS solicit information regarding individual goals and desired outcomes from individuals served and their support network members.					
			H. FLS complete required charting and documentation regarding progress toward meeting individual goals and outcomes (e.g., daily charts, monthly reports, quarterly reports).					
			I. FLS observe, monitor and provide feedback to staff regarding the implementation of individual support plans.					
			J. FLS design, implement and monitor behavior support plans, the use of aversive and deprivation procedures (e.g., Rule 40 in Minnesota) and psychotropic medications.					
			K. FLS develop risk management plans.					
			L. FLS review, discuss and provide follow-up with staff regarding incident or accident reports.					
			M. FLS complete, file, and maintain consumer records for appropriate releases of information.					
			N. FLS complete necessary paperwork when an individual is discharged from the program.					
			O. FLS 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).					
			P. FLS communicate necessary information and maintain positive working relationships with staff from other agencies that provide supports to individuals served.					

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FLS 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.

Job Priority

Performance Level

High
Medium
Low

Introductory
Practice
Proficient
Advanced
N/A

Skill Statements

Q. FLS identify needed changes in 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.

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✓ **Competency Area 5: Personnel Management**

FLS 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/conflicts between staff, and implementing grievance and formal contract procedures.

Job Priority

Performance Level

High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
			<p>A. FLS recruit new direct support professionals 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.</p> <p>B. FLS schedule and complete interviews with potential new staff in collaboration with direct support staff, individuals served and their family members.</p> <p>C. FLS seek input from other staff and from consumers and family members in making hiring decisions.</p> <p>D. FLS arrange for criminal background checks and driver’s license reviews for newly hired personnel.</p> <p>E. FLS assess staff functional ability and capacity, ensure health physicals are completed, and address identified ADA accommodations.</p> <p>F. FLS complete needed paperwork for changes in staff status (e.g., move from part-time to full-time, change locations, resignations, and terminations.)</p> <p>G. FLS follow up on reports of staff injury at work and with all workers’ compensation related issues.</p> <p>H. FLS complete staff performance reviews by gathering input from peers, consumers, family members, and agency personnel as required by policy and procedures.</p> <p>I. FLS complete salary reviews and make recommendations for salary increases. In addition, FLS ascertain other means of compensation, opportunities for promotion, and staff celebrations and relay this information to managers.</p>					
			<p>J. FLS provide coaching and feedback to staff regarding performance issues.</p> <p>K. FLS provide needed disciplinary action including demonstrating correct performance for staff as indicated.</p>					
			<p>L. FLS coordinate and facilitate staff meetings.</p>					
			<p>M. FLS recognize the need and plan for celebrations with staff.</p>					

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✓ **Competency Area 6: Leading Training and Staff Development Activities**

Frontline supervisors coordinate and participate in Direct Support Professionals’ training and in-service by orienting new staff, arranging for staff to attend training and in-service sessions, maintaining training records, and supporting on-going staff development.

Job Priority			Performance Level					
High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
			A. FLS attend in-service training, participate in continuing education, and work with their managers to develop and implement a supervisory development plan.					
			B. FLS coordinate, schedule and document staff participation and performance in orientation and in-service training and completion of other alternative self-directed learning and development.					
			C. FLS observe and solicit feedback from staff, consumers and their families regarding direct support staff training needs and desired opportunities.					
			D. FLS share resources and information with staff related to supports, technology, interventions and “hot issues” for supporting individuals.					
			E. FLS provide orientation and answer questions from new staff through a variety of formal and informal instructional and learning activities.					
			F. FLS provide required training to staff on the needs of individuals served and in response to rules and regulations (e.g., use of glucometer, vulnerable adults, rights, emergency procedures, medication changes).					
			G. FLS support staff in learning how to use a computer to do their work.					
			H. FLS identify potential trainers and provide resources, coaching and training opportunities for direct support staff.					

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✓ **Competency Area 7: Promoting 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, recruiting volunteers and soliciting contributions.

Job Priority			Performance Level				
High	Medium	Low	Introductory	Practice	Proficient	Advanced	N/A
			Skill Statements				
			A. FLS provide education to community members regarding people with developmental disabilities (e.g., rights, responsibilities, dispelling myths).				
			B. FLS invite community members to learn more about the organization and the people who receive services.				
			C. FLS recruit and mentor community volunteers, interns and students.				
			D. FLS collaborate and network with other service agencies in the community.				
			E. FLS communicate and maintain relationships with community vendors, landlords and related entities.				
			F. FLS assist in the development of promotional materials such as newsletters, newspaper articles, brochures, videos and contacts with media.				

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✓ **Competency Area 8: Maintenance**

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

Job Priority

Performance Level

High	Medium	Low	Skill Statements	Performance Level				
				Introductory	Practice	Proficient	Advanced	N/A
			A. FLS schedule, monitor, and occasionally complete routine and/ or emergency household repair and maintenance tasks.					
			B. FLS get bids and estimates for house/site maintenance from outside contractors and consult with organization maintenance personnel as needed.					
			C. FLS arrange payment for needed maintenance (e.g., obtain purchase orders, submit invoices, process check request, get supervisor approval).					
			D. FLS maintain a safe home environment by coordinating services or performing duties as needed to ensure safety (e.g., snow removal, adequate lighting).					
			E. FLS ensure basic routine household tasks are completed (e.g., lawn care, changing light bulbs, watering plants).					
			F. FLS identify, delegate and instruct staff as needed on routine household maintenance and ensure that resources necessary to complete the tasks are provided.					

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✓ **Competency Area 9: Health and Safety**

Frontline supervisors ensure that supported individuals 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.

Job Priority			Skill Statements	Performance Level				
High	Medium	Low		Introductory	Practice	Proficient	Advanced	N/A
			A. FLS identify and monitor safety issues within the physical environment.					
			B. FLS ensure that infection control procedures are used as needed and in accordance with policy and procedure.					
			C. FLS monitor individuals for health-related concerns and respond by reporting issues to health professionals and documenting needs.					
			D. FLS ensure that individuals receive routine medical, therapeutic and dental care; and coordinate transportation or take individuals on related appointments.					
			E. FLS complete forms for psychotropic medication monitoring review as indicated.					
			F. FLS locate health, dental and therapeutic services in local communities that will accept Medical Assistance as the sole payment option.					
			G. FLS obtain and document doctor’s orders as needed and follow up with direct support staff regarding orders.					
			H. FLS document new medications to be administered each month.					
			I. FLS monitor medication errors and review as needed with staff.					
			J. FLS provide first aid and arrange for emergency medical appointments as needed.					
			K. FLS order medical supplies (e.g., medications, assistive devices, adult briefs), interact with pharmacies and arrange for medications to be picked up as needed.					
			L. FLS ensure that fire and emergency drills are scheduled, completed and documented as required by agency policies and procedures.					
			M. For individuals served who become ill, FLS monitor symptoms, provide reassurance and nurturing, and implement treatment plans as prescribed.					
			N. FLS ensure that DSPs administer medications and treatment plans as prescribed and in accordance with agency policies and procedures.					

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Frontline supervisors ensure that supported individuals 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.

Job Priority			Skill Statements	Performance Level				
High	Medium	Low		Introductory	Practice	Proficient	Advanced	N/A
			O. FLS obtain consent from the legal guardian for medical interventions, procedures and medications.					
			P. FLS involve consumers in their health care plans by educating and offering choices regarding treatment options.					
			Q. FLS ensure that individuals and their family members understand suggested medical interventions, procedures and medications.					
			R. FLS discuss and review menus with dieticians, ensuring that adequate substitutions are available to support the desires and needs of all people who receive services.					

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✓ **Competency Area 10: Financial Activities**

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

Job Priority			Skill Statements	Performance Level				
				Introductory	Practice	Proficient	Advanced	N/A
High	Medium	Low						
			A. FLS assist direct support staff to assist consumers in preparing bank transactions (e.g., deposits, transfers, withdrawals).					
			B. FLS prepare and review periodic budget reports (e.g., monthly, quarterly, annually).					
			C. FLS monitor, approve and arrange for payment of household bills.					
			D. FLS ensure that consumer bills are paid in a timely manner.					
			E. FLS budget, manage, monitor and replenish petty cash accounts.					
			F. FLS complete and approve expense reimbursement requests made by staff.					
			G. FLS assist in establishing new per diem rates for individuals served.					
			H. FLS ensure that Medical Assistance, SSI and other related government benefits are current for individuals served.					
			I. FLS complete agency asset and depreciation inventories.					

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✓ **Competency Area 11: Scheduling and Payroll**

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

Job Priority			Skill Statements	Performance Level				
High	Medium	Low		Introductory	Practise	Proficient	Advanced	N/A
			A. FLS develop staff schedules within budgetary limitations, under union or agency policies and rules, and in response to consumer needs.					
			B. FLS solicit and approve staff time cards.					
			C. FLS approve staff leave (e.g., vacation, sick, personal).					
			D. FLS secure staff to fill-in when vacancies occur due to staff illness, resignation, vacation or other reasons.					

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✓ **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.

Job Priority			Performance Level				
High	Medium	Low	Introductory	Practice	Proficient	Advanced	N/A
			Skill Statements				
			A. FLS develop new jobs and procure new work for individuals who work in community businesses or who receive supports in day training and habilitation programs.				
			B. FLS oversee the training of individuals on how to complete job tasks.				
			C. FLS oversee the support of individuals in creating an effective workload and schedule based on their individual preferences and needs				
			D. FLS provide quality assurance checks for work completed by consumers.				
			E. FLS ensure that Department of Labor standards are met in all work settings where individuals receive supports.				

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✓ **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.

Job Priority			Performance Level				
High	Medium	Low	Introductory	Practice	Proficient	Advanced	N/A
			Skill Statements				
A. FLS complete vulnerable adult investigations and follow through on reporting procedures as required by agency policy and state law.							
B. FLS have current information and knowledge on all state rules and regulations, and agency policies and procedures.							
C. FLS write, review and update agency policies and procedures in response to licensing reviews, changes in rules and regulations, and consumer needs.							
D. FLS ensure compliance with state rules, regulations and laws as well as agency policies and procedures.							
E. FLS participate in and respond to identified issues in licensing reviews, audits, and quality assurance monitoring activities.							
F. FLS solicit the input of consumers and their support network members in developing agency policies and procedures, and for federal and state rules and laws.							

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✓ **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 spreadsheets, and managing databases.

Job Priority

Performance Level

High	Medium	Low	Skill Statements	Performance Level				
				Introductory	Practice	Proficient	Advanced	N/A
			A. FLS answer the telephone and return phone calls promptly.					
			B. FLS monitor and respond promptly to messages on answering machines, pagers and voice mail.					
			C. FLS read and respond promptly to mail and e-mail.					
			D. FLS write memos and reports concisely using appropriate grammar, spelling and formats.					
			E. FLS use the computer for word processing, data base management and creation of spreadsheets.					
			F. FLS effectively complete various office tasks (e.g., copying, filing, or typing).					