Frontline Supervisor Training Needs Survey

In your role as a Frontline Supervisor, please check the three areas in which you feel the greatest need for training. (Mark up to three)

___ 1. Staff Relations        ___ 8. Maintenance
___ 4. Program Planning and Monitoring        ___ 11. Scheduling and Payroll

In each Competency Area, please check your top three training needs:

Competency Area 1
Staff Relations (mark up to three priorities)
___ A. Communicate effectively and provide support and feedback to staff
___ B. Encourage staff to try new and creative ideas
___ C. Seek staff input and empower staff to make decisions
___ D. Facilitate staff teamwork
___ E. Counsel and support staff during conflicts
___ F. Written communication with staff and facilitation of meetings
___ G. High interest in roles and responsibilities of staff
___ H. Encourage staff to maintain appropriate boundaries between personal and professional issues

Competency Area 2
Direct Support (mark up to three priorities)
___ A. Use of appropriate mode of communication (i.e., sign language, gestures) with supported individuals
___ B. Interact with supported individuals
___ C. Assist supported individuals with daily living skills
___ D. Assist supported individuals with planning daily activities
___ E. Assist supported individuals with planning and participating in community events
___ F. Support individuals in making and maintaining friends
___ G. Ensure that living environments for individuals meet their style and needs
___ H. Help individuals purchase household and personal supplies
___ I. Help individuals obtain transportation
___ J. Implement behavior support plans and defuse crisis situations
___ K. Assist individuals in maintaining family relationships
___ L. Teach and coach direct support personnel in achieving direct support competencies
___ M. Identify and advocate for resources for staff and individuals
___ N. Evaluate quality of supports to the individual

Competency Area 3
Facilitating and Supporting Consumer Support Networks (mark up to three priorities)
___ A. Communicate with county case managers and other support agencies and team members
___ B. Maintain contact with supported individual and their families, and support team members
___ C. Network with other service agencies to exchange information
___ D. Coordinate or assist in development of support services and new programs
___ E. Facilitate supports for inclusion in community agencies such as the YMCA
___ F. Help supported individual connect with community agencies
___ G. Help supported individual participate in community educational opportunities
___ H. Promote positive neighborhood relations
___ I. Facilitate and participate in consumer support meetings
**Competency Area 4**

**Program Planning and Monitoring (mark up to three priorities)**

- A. Develop, implement, and monitor consumer support plans
- B. Facilitate person-centered planning meetings for individuals
- C. Coordinate services for individuals new to the program
- D. Facilitate consumer planning meetings
- E. Complete behavioral, adaptive skill, etc., assessments for individuals
- F. Develop, implement, and monitor progress toward individual’s goals
- G. Solicit input from individual and their support team for individual’s goals
- H. Chart and document progress toward individual’s goals
- I. Provide feedback to staff on individual support plans
- J. Design, implement, and monitor behavior support plans
- K. Develop risk management plans
- L. Review and discuss with staff incident reports
- M. Maintain consumer records
- N. Complete discharge paperwork
- O. Encourage individuals to be independent
- P. Communicate with staff from other agencies that support the individual
- Q. Identify and advocate for change at the agency, local, and state levels

**Competency Area 5**

**Personnel Management (mark up to three priorities)**

- A. Recruit new direct support professionals
- B. Interview potential staff
- C. Seek input from other staff and family members in hiring decisions
- D. Arrange criminal background checks and driver’s license reviews
- E. Assess staff ability and capacity
- F. Complete paperwork for change in staff status
- G. Follow up on staff injury reports
- H. Complete staff performance reviews
- I. Complete salary reviews and make recommendations for salary increases
- J. Provide feedback to staff on performance
- K. Provide needed disciplinary action
- L. Coordinate and facilitate staff meetings
- M. Plan celebrations with staff
- N. Develop and modify job descriptions
- O. Communicate with other supervisors regarding shared staff
- P. Communicate tasks with support personnel (i.e., secretarial, accounting)
- Q. When on-call, respond to staff questions and crises
- R. Initiate discussions with staff following a crisis
- S. Monitor and review labor contracts and respond to formal grievances
- T. Participate in agency management, planning and cross-functional meetings
- U. Discuss and report to management consumer, family, or program issues
- V. Delegate tasks to staff for special events and activities
- W. Prioritize tasks
- X. Manage personal stress by taking needed vacations and breaks
- Y. Respect the confidentiality and privacy of individuals
- Z. Monitor staff turnover, recruitment, and employee job satisfaction

**Competency Area 6**

**Leading Training and Staff Development Activities (mark up to three priorities)**

- A. Attend in-service training and work with managers to develop a supervisory development plan
- B. Coordinate staff orientation and in-service training
- C. Solicit feedback from staff, consumers and their families on direct support training needs
- D. Share resources with staff
- E. Provide orientation to new staff
- F. Provide training to staff on specific needs for individuals
G. Support staff in their efforts to use the computer to perform their jobs
H. Identify potential trainers and training opportunities for direct support staff

Competency Area 7
Promoting Public Relations (mark up to three priorities)
A. Educate communities about people with developmental disabilities
B. Invite community members to learn more about the organization
C. Recruit and mentor community volunteers, interns, and students
D. Network with other service agencies
E. Maintain relationships with community vendors, landlords, and related entities
F. Assist with development of newsletters, newspaper articles, videos, and contact with the media

Competency Area 8
Maintenance (mark up to three priorities)
A. Schedule household repair and maintenance tasks
B. Obtain bids and estimates for household maintenance
C. Arrange payment for maintenance
D. Coordinate routine safety maintenance such as snow removal, adequate lighting
E. Ensure that routine household tasks are completed
F. Delegate routine household maintenance tasks

Competency Area 9
Health and Safety Issues (mark up to three priorities)
A. Identify environmental safety issues
B. Insure that infection control procedures are used
C. Monitor individuals for health-related concerns
D. Ensure that individuals receive routine medical, dental, and therapeutic care
E. Complete forms for psychotropic medication
F. Locate health professionals in the community that will accept Medical Assistance
G. Obtain and document doctor’s orders
H. Document new medications
I. Monitor medication errors
J. Provide first aid and emergency medical appointments
K. Order medical supplies
L. Schedule fire and emergency drills
M. Implement and monitor symptoms and treatment plans for individuals who become ill
N. Ensure that staff implement treatment plans
O. Obtain consent from the legal guardian for medical interventions
P. Educate consumers on health care choices
Q. Ensure that individuals and their families understand medical interventions and treatment
R. Review menus with dieticians

Competency Area 10
Financial Activities (mark up to three priorities)
A. Assist staff and individuals with bank transactions
B. Prepare budget reports
C. Approve and arrange for payment of household bills
D. Ensure that consumer bills are paid
E. Manage petty cash accounts
F. Complete and approve expense reimbursement for staff
G. Assist in establishing new per diem rates for individuals
H. Ensure that Medical Assistance, SSI and other government benefits are current for consumers
I. Complete agency asset and depreciation inventories

Competency Area 11
Scheduling and Payroll (mark up to three priorities)
A. Develop staff schedules
B. Approve staff timecards
C. Approve staff leave
D. Secure staff to fill in vacancies due to illness, vacations, etc.

**Competency Area 12**

**Coordinating Vocational Supports (mark up to three priorities)**
- A. Develop and procure work for individuals
- B. Oversee training for individuals on how to complete job tasks
- C. Oversee the support of individuals in creating an appropriate workload
- D. Provide quality assurance checks on work completed by consumers
- E. Ensure that Department of Labor standards are met for individuals

**Competency Area 13**

**Coordinating Policies, Procedures and Rule Compliance (mark up to three priorities)**
- A. Complete vulnerable adult investigations and follow through
- B. Are knowledgeable about state regulations, agency policies and procedures
- C. Write, review, and update agency policies in response to licensing reviews, and changes in rules and regulations
- D. Ensure compliance with state rules and regulations
- E. Identify and respond to identified issues in licensing reviews and audits
- F. Solicit input from consumers and their supports in developing agency policies, and for federal and state rules and laws

**Competency Area 14**

**Office Work (mark up to three priorities)**
- A. Respond promptly to telephone calls
- B. Respond promptly to telephone messages, pages, and voice mails
- C. Respond promptly to mail and e-mail
- D. Write concise and grammatically correct memos
- E. Use the computer for work-related tasks
- F. Complete various office tasks such as photocopying, filing, word processing

This survey was adapted by Pat Salmi and Sheryl A. Larson (2003) from the Minnesota *Frontline Supervisor Competencies and Performance Indicators*. Minneapolis: Research and Training Center on Community Living, University of Minnesota