

Welcome to the Webinar Series on the Workforce Toolkit.

We will begin at 2:00 pm central

The Critical Role Frontline Supervisors

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Frontline Supervisors: Recruiting for this Critical Role

Frontline supervision is vital to the success of an organization. This session will take a deeper look into assessing candidates for this critical role including, recruitment and selection of, as well as understanding personal readiness for this role.

Goals for Today

1. Understand the importance of Frontline Supervisors (FLS) and their impact Direct Support Professionals (DSPs) success and retention.
2. Understand the FLS competency set, assessment and interview questions, and how they help you make better selections when hiring FLS.
3. Understand the impact of competency based training for FLS.

Frontline Supervisors

Who are we talking about?

- Frontline Supervisor
- House coordinator
- House manager
- LPN
- Lead DSP
- Case Manager
- Who else...?

Poll #1

- What titles do you use for Frontline Supervisors?

National Frontline Supervisor Competencies

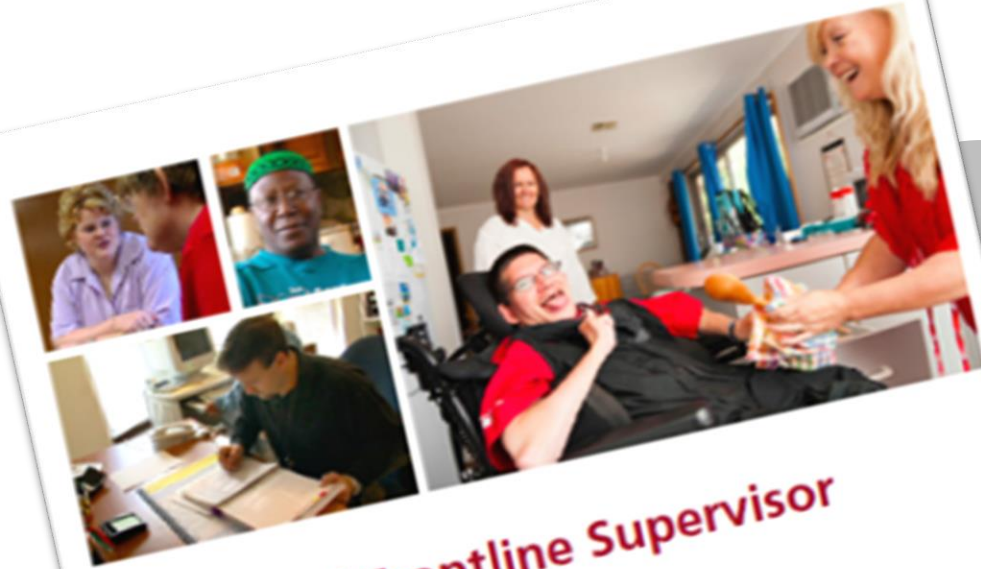
- Foundational to the Role
- Align with the Organizational goals



Implementation of the National Frontline Supervisor Competencies (NFSC)

Organizations are encouraged to translate the NFSC into a wide range workforce development tools, including:

- FLS job descriptions
- Interview protocols for FLS candidates
- FLS self-assessments
- Direct supervisor assessments of FLSs
- Individual FLS training and development plans
- FLS performance reviews



National Frontline Supervisor Competencies

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1. Direct Support
 2. Health, Wellness, & Safety
 3. Individual Support Plan Development, Monitoring and Assessment
 4. Facilitating Community Inclusion Across the Lifespan
 5. Promoting Professional Relations and Teamwork
 6. Staff Recruitment, Selection and Hiring

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7. Staff Supervision, Training and Development
 8. Quality Assurance
 9. Advocacy & Public Relations
 10. Leadership, Professionalism, & Self-Development
 11. Cultural Responsiveness & Awareness

Frontline Supervisor Competency example

10. Leadership, professionalism and self-development (8)

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.

10.A. Employ effective leadership strategies for problem-solving, decision-making, and conflict management.

10.B. Recognize own personal biases, stereotypes, and prejudices to maintain objectivity when interacting with others.

10.C. 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.

10.D. Complete duties with integrity by staying focused on the individual being supported, being honest, showing respect towards others at all times, and completing tasks in a timely and effective way.

10.E. Maintain professionalism by managing own stress, balancing personal and professional life, taking vacations and breaks, and utilizing stress management practices.

10.F. 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.

Recruitment of Frontline Supervisors

Poll #2

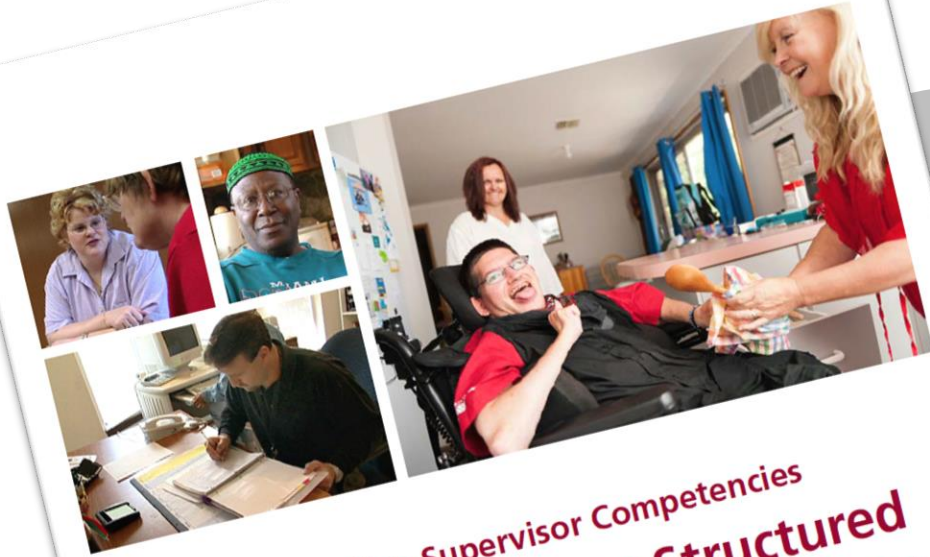
- Where do you recruit your Frontline Supervisors from?

Where are FLS new hires recruited?

- 42% promotion of existing employees
- 17% websites such as Indeed
- 10% referrals given by current employees
- 9% newspaper or circular ads
- 1% private employment or temporary staffing agencies
- 1% school or training placement programs
- 1% social media such as LinkedIn and Facebook
- 5% came from other sources
- (14% did not track this information)

Internal Hiring and Recruitment

- Support DSP to gain training prior to being promoted to Frontline supervisor
- Supervisor Bootcamps after promotion or in preparation for promotion.



National Frontline Supervisor Competencies
**Frontline Supervisor Structured
Behavioral Interview Questions**

April, 2013

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

UNIVERSITY OF MINNESOTA
Driven to Discover

FLS Structured Interview Questions

<https://rtc.umn.edu/docs/FLSCompQuestions.pdf>

1. Direct support

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.

Question	Score
1. Describe what direct support means to you (i.e., in terms of doing, teaching, assisting, person-centered care)	1 2 3 4 5
2. Describe ways in which you have communicated with a person who does not communicate verbally.	1 2 3 4 5
3. Describe a time when you assisted an individual with creating a physical environment that was accessible, comfortable and met his or her unique style and needs.	5 4 3 2 1

Regular check-ins

- High performing employees
 - What are a persons goals?
 - What do they like about their job now?
 - What would they like to be able to do differently?
- Keep in mind
 - Who is the person to check in?



Preparing Internal Candidates

How Are You Preparing People for this role?

- Is there a Carrier Path?
 - Support DSP to gain training prior to being promoted to Frontline supervisor.
- Understanding the role
- Succession Planning
- Mentoring
- Connecting with current FLS

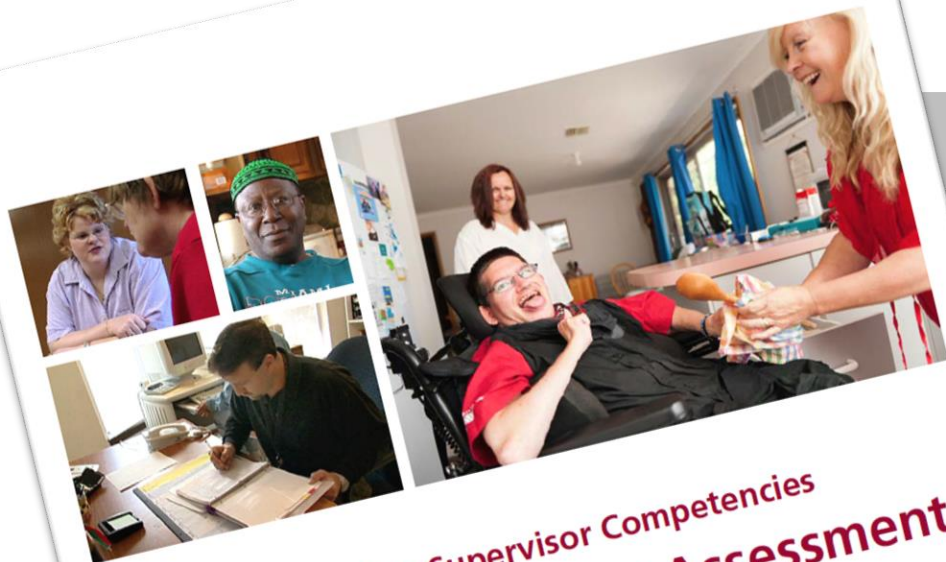
Implementation of the NFS Competencies

The NFSC is intended to serve as a foundation for which organizations can choose the competency areas and/or individual competency statements most appropriate for the FLSs within their organizations.

Organizations are encouraged to translate the NFSC into a wide range workforce development tools, including

- FLS job descriptions
- Interview protocols for FLS candidates
- FLS self-assessments
- Direct supervisor assessments of FLSs
- Individual FLS training and development plans
- FLS performance reviews

Assessing Candidates



Frontline Supervisor Assessment

<https://rtc.umn.edu/docs/FLSCompAssessment.pdf>

Now that you have a tool for Assessment

How are you evaluating candidates
for the role of FLS?

FLS – Core Responsibilities

- What is the FLS Core Responsibility?
- How do you achieve that responsibility?
- What is not the FLS responsibility?

Do your Job Description reflect this accurately?

Training for Frontline Supervisors

What does a FLS need to be successful?

Personal Qualities + Knowledge + Skills and Ability

=

Competency Based Training for Frontline Supervisors

**Increased DSW
Competence**

**Higher
Job Satisfaction**

**Competency-Based
DSW Training**

**Higher
Retention Rates**

**Quality
Consumer
Outcomes**

Quality Service Delivery

What is Competency Based Training?

- Training that is focused on developing worker:
 - *Knowledge* (what a person knows)
 - *Skills* (what a person is able to do)
 - *Attitudes* (the way in which a DSP thinks about people with IDD, job and how they approach decision-making)
- Based on real work actions
- Goal of achieving required/desired outcomes



College of Frontline Supervision, Management and Leadership Courses

- Fueling High Performance (6 Lessons)
- Recruitment and Selection (4 Lessons)
- Training and Orientation (6 Lessons)
- Preparing for the Supervisor's Job in Human Service (5 Lessons)
- Your First Few Weeks and Months as a Supervisor (6 Lessons)
- Developing an Intervention Plan (4 Lessons)

CFSM Primary Audience

The College of Frontline Supervision and Management and Leadership (CFSM) courses are for supervisors and managers of direct support professionals (DSPs) providing long-term services and support (LTSS).

CFSM Primary Audience

Courses cover cross-silo generalist roles in human services. CFSM courses apply to those responsible for:

- the hiring, supervision, and training of DSPs
- assessment, service planning & coordination of support for people receiving services
- collection and analysis of data related to service outcomes and/or organizational performance
- implementation of policy and regulations in regards to services
- fiscal management and planning

Primary learners are affiliated with an organization

CFSM Secondary Audience

- DSPs preparing for supervisory roles or in partial-supervisory (lead) roles
- People who hire and supervise DSPs and/or self-direct services
- Guardians and/or family members hire and supervise DSPs and/or direct services
- Self-employed DSPs
- Foster Care Providers
- Affiliated organizational personnel such as: CEOs, Human Resource Professionals, Case Managers, Social Workers, Nurses, etc.

CFSM Secondary Audience cont.

- Policy makers, State or County personnel
- Advocates
- Employees of Aging and Disability Resource Centers (ADRCs) or Systems of outreach and response to LTSS needs.
- Employees of Accountable Care Organizations; medical or behavioral health homes
- Employees of Managed Care Organizations



Take-Aways

Leaving in Action (Take-Aways)

1. Frontline Supervisors are critical to DSP success and retention.
2. Using the competency set, assessment and interview questions will help you make better selections when hiring FLS.
3. Competency based training for FLS provides them the tools to be an effective supervisor.

8 Steps for Implementation

Step 1: Identify and assess the problem

Step 2: Select an intervention strategy

Step 3: Identify components of the strategy

Step 4: Identify barriers to implementation

8 Steps for Implementation

Step 5: Identify support for the strategy

Step 6: Set goals, measure progress & establish a time frame

Step 7: Implement the strategy

Step 8: Evaluate success

Questions?

To receive the slides from today's webinar or to further discuss this strategy:

- Contact your UMN consultant
- Go to: tenncare.ici.umn.edu
- Email us at: dsp-tn@umn.edu

Next Workforce Toolkit Webinars

Orientation and On-boarding

- April 8th, 2-3 central time

Professionalizing DSPs and the their Career Path

- April 23, 2-3 central time

QuILTSS - May

Peer Mentoring Program - May

Performance Coaching - June

Employee Development- June