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## **New York State Front Line Supervisor (FLS) Core Competencies**

### **1. Staff Supervision, Training, Development, and Retention**

*Frontline Supervisors (FLSs), following employer's policies and practices, support competency-based supervision, training, and professional development activities, such as coaching and mentoring.*

1. Lead the team to welcome and support new staff, interns, and volunteers as part of onboarding and retention by creating a supportive environment that results in job satisfaction, increases tenure, and decreases turnover.
2. Promote the ongoing competency-based training and development of direct support professionals.
3. Ensure their team of direct support professionals complete all required training, are provided onsite reinforcement of training concepts, and have the skills required to carry out all applicable plans, such as the staff action plan.
4. Use a variety of methods and styles to provide coaching, mentoring, and feedback to staff regarding performance and quality, including modeling expected performance, offering correction, and implementing disciplinary action, when necessary.
5. Observe and solicit feedback from staff, each person receiving support, and each person's family regarding direct support professional performance and development.
6. Complete staff performance reviews and/or assist each person and family to complete performance reviews by gathering input from peers, the person, family members, and other stakeholders as required by policy and procedures.
7. Develop staff schedules and/or assist each person and family to develop staff schedules within budgetary limitations, under all applicable policies and rules, and in response to each person's needs.
8. Ensure all staff time and attendance records are accurate and submitted on time.
9. Approve staff leave time and ensure staffing levels meet requirements.
10. Complete necessary paperwork for changes in staff status, assist in the development and modification of staff job descriptions as needed and/or assist each person and family to do so.
11. Use tools, resources, and available technology to provide appropriate levels of remote supervision to staff when direct onsite supervision isn't possible.

### **2. Promoting Professional Relationships, Teamwork, and Communication**

*Frontline Supervisors (FLSs), following the employer's policies and practices, enhance professional relationships*

*among team members and their capacity to work effectively with others toward common goals. FLSs use effective communication skills, facilitate teamwork, demonstrate strong interpersonal skills, and support staff's professional development.*

1. Facilitate positive interactions among team members, manage conflict resolution, and provide support to direct support professionals in all support settings.
2. Respond to staff questions/concerns, ensure staff have necessary support, and are provided with available resources and contact information.
3. Use agency approved technology effectively in supervisory tasks.
4. Respond to staff crises, facilitate debriefing sessions, and provide support to staff in a timely manner and connect to available resources, such as on-call manager, human resources or employee assistance programs.
5. Maintain boundaries regarding personal versus professional issues and educate and support staff to maintain healthy professional boundaries.
6. Involve and empower direct support staff by demonstrating an 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 appropriate decisions.
7. Maximize the team's potential by embracing the diversity and talents of the team members.
8. When staff disclose potentially sensitive information to supervisor, maintain confidentiality of staff unless otherwise required.
9. Report and discuss service-related issues and procedures with management, support staff, and other supervisors as needed.
10. Coordinate and facilitate staff meetings, encouraging a sense of trust and openness, encouraging group participation, fostering ownership, and building accountability.
11. Support a safe and respectful work environment by ensuring staff are aware of appropriate conduct and that incidents of sexual harassment, discrimination, or other inappropriate workplace behavior are addressed and reported.

### **3. Staff Recruitment, Selection, and Hiring**

*Frontline Supervisors (FLSs), following employer's policies and practices, actively support and/or participate in a selection process that includes key stakeholders.*

1. Participate in recruitment activities that support the identification of viable direct support professional candidates.
2. Effectively review resumes, applications, and relevant materials before interviews and conduct interviews to assess candidates' alignment with the organization's mission and values, as well as the candidates' commitment to people with developmental disabilities.
3. Provide a realistic job preview to candidates using video and other resources, as well as engaging candidates in conversation to assess reaction to the video content and job expectations.

4. Assist in making hiring decisions in partnership with peers, each person receiving support, their family members, and organization staff.
5. Support and advocate for recruitment, hiring, and retention efforts that ensure a diverse employee pool by making recommendations and providing other feedback, as needed.
6. Use culturally competent practices in recruitment, selection and hiring.

#### 4. **Leadership, Professionalism and Personal Development**

*Frontline Supervisors (FLSs), following employer's policies and practices, maintain professionalism and engage in ongoing personal and professional development activities. FLSs demonstrate a high level of emotional intelligence, share, and receive knowledge, support coworkers, and actively participate in the organization.*

1. Promote and support organization's mission, vision, and core values.
2. Employ effective strategies for problem-solving, decision-making, and conflict resolution, seeking support as needed.
3. Demonstrate a high level of emotional intelligence. FLSs model self-awareness, self-regulation, motivation, empathy, and social skills. For example, FLSs recognize personal biases, stereotypes, and prejudices to ensure objectivity when interacting with others.
4. Demonstrate sensitivity and respect for diverse perspectives, customs, spirituality, and individual differences.
5. Complete duties with integrity by staying focused on each person receiving support, being honest, and showing respect towards others at all times.
6. Complete duties in a timely manner.
7. Maintain professionalism by managing own stress, balancing personal and professional life, and utilizing stress management practices.
8. Complete required training/education/certification and continue professional leadership development.
9. Actively participate in the organization's activities, such as employee recognition events, recruitment events, etc.

#### 5. **Direct Support**

*Frontline Supervisors (FLSs), following employer's policies and practices, demonstrate, model, and promote excellence in offering culturally appropriate support, as defined in the New York State Direct Support Professional Core Competencies listed below, to people with developmental disabilities.*

1. Goal Area 1 - Putting People First
2. Goal Area 2 - Building and Maintaining Positive Relationships
3. Goal Area 3 - Demonstrating Professionalism
4. Goal Area 4 - Supporting Good Health
5. Goal Area 5 - Supporting Safety

6. Goal Area 6 - Having a Home
7. Goal Area 7 - Being Active and Productive in Society

## 6. Health, Wellness, and Safety

*Frontline Supervisors (FLSs), following employer's policies and practices, work with each person receiving support and the team to develop a life plan that promotes the health, safety, and well-being of each person based on person's preferences, goals, desired outcomes.*

1. Participate in the development and monitoring of a unique plan for each person that addresses health and safety, such as mobility issues, age-related issues, environmental risks, behavioral and medical risks, and vulnerabilities; and provide guidance to DSPs in reducing and managing risks in conjunction with each person receiving support.
2. Promote healthy living by ensuring staff have the information and training necessary to support individuals in making healthy choices while respecting each person's preferences.
3. Support staff in ensuring each person receiving support is able to access and engage in community-based health and wellness resources/activities that promote personal well-being.
4. With appropriate team members, develop plan and oversee direct support professional administration of medications and treatments for each person, including active ongoing assessment of each person's well-being in response to the medication, including reduction of symptoms being treated and potential side effects and adverse reactions.
5. Support staff in monitoring each person receiving support for signs of illness or health-related concerns and guide staff in implementing treatments, reporting issues to health care professionals and person's family as appropriate, documenting as needed, and ensuring coordination among care providers.
6. Ensure that infection control procedures are used as necessary and in accordance with best practice as cited by appropriate regulatory bodies by offering staff guidance and demonstrating best practices.
7. Assist staff to support each person and the person's support network in making informed decisions about health care plans by consulting healthcare professionals and management to promote understanding of available medical interventions, procedures, medications, and treatment options.
8. Ensure direct support professionals provide sufficient support and oversight to help each person follow health care provider's orders and/or recommendations in accordance with organization policies and procedures and as defined by each person's needs or specific wishes.
9. Facilitate services with health care providers by supporting staff in obtaining informed consent and release of information from each person or person's legal decision maker; share each person's information needed by health care provider to understand and meet the unique needs of each person; advocate when necessary to ensure proper and competent care.
10. Ensure staff know and understand local emergency plans and hazards that affect local area, maintain and implement an emergency communication plan, and have disaster supply kits available.

11. As part of the support team, identify each person's individual needs to ensure each person receiving support is safe in case of fire or other emergencies. Ensure drills are scheduled, completed, and documented as required.
12. Ensure electronic health records that identify the health and wellness needs of each person are maintained and available.
13. Recognize and stop all forms of abuse and neglect immediately. Protect each person receiving support from further danger and harm, seek medical attention if necessary. Appropriately report incidents and occurrences as they occur or are discovered. Recognize that failure to report may be considered abuse as well. Follow OPWDD, Justice Center, and employer's requirements for reporting potential neglect/abuse.

#### **7. Individual Life Plan Development, Monitoring, and Assessment**

*Frontline Supervisors (FLSs), following employer's policies and practices, support the operationalization of each person's individual goals and identified outcomes into a coordinated life plan. FLSs actively participate in support network meetings; maintain communication with each person, other service/support providers, family, and advocates; and support staff in monitoring, documenting, and reporting progress toward goals.*

1. Participate in and/or support formal and informal assessments of each person's interests, preferences, capabilities and needs. Support staff in explaining the process to each person and discuss findings and recommendations with each person in a clear and understandable manner.
2. Support staff in developing, implementing, and monitoring individual life plans in partnership with each person and the person's support networks based on the person's preferences and needs.
3. Help staff identify and advocate for additional resources to meet each person's interests, preferences, and needs.
4. Support the design and implementation of positive behavior support strategies.
5. Work with staff to coordinate and enhance support by communicating necessary information and maintaining positive working relationships with staff from other agencies and family/advocates that provide services/support to each person as appropriate.
6. Support staff to maintain individual records by completing necessary documentation according to best practices.

#### **8. Facilitating Community Inclusion**

*Frontline Supervisors (FLSs), following employer's policies and practices, assist staff to support each person to explore educational, employment, volunteer, and retirement opportunities. Collaborate with other staff and providers to coordinate support that will assist each person in reaching goals and participating in activities of their choice. FLSs assist staff to facilitate and support the development and maintenance of individual support networks in partnership with each person receiving support.*

1. Promote, educate, and assist staff to support each person to be an active and productive member in the community, such as living in the home of their choice.
2. Support staff to ensure each person understands their rights by discussing the Americans with Disabilities Act.

3. Assist staff to help each person identify resources such as transportation, funds, and contacts within the community.
4. Assist staff in supporting each person to access and use assistive, mobile, and other technology to support independence and meaningful engagement in the community.

#### **9. Service Management and Quality Improvement**

*Frontline Supervisors (FLSs), following employer's policies and practices, effectively manage and oversee each person's services and support. FLSs ensure compliance with all federal, state, and local rules and regulations, and apply ethical principles. FLSs oversee the management of required financial activities and encourage self-directed budgeting.*

1. Demonstrate knowledge and compliance of federal and state rules, regulations, and policies specific to each work setting.
2. Maintain regular contact with each person, family members and support team members and be responsive to concerns and feedback.
3. Provide instructions, resources, and follow-up to staff when delegating responsibilities to ensure successful completion of tasks.
4. Participate in and respond to issues identified in surveys, audits, and quality improvement monitoring activities.
5. Manage all required financial accounts and documentation.
6. Support staff to use interactions and observations of each person receiving support to identify and make recommendations for quality improvement.

#### **10. Cultural Awareness and Responsiveness**

*Frontline Supervisors (FLSs), following employer's policies and practices, ensure the environment is respectful of all people receiving services and staff providing support. Respect all unique characteristics of each person by ensuring services and support are culturally appropriate.*

1. Model and educate cultural awareness and responsiveness.
2. Intervene in an appropriate manner when other staff or individuals within the organization are engaging in behaviors that show cultural insensitivity, bias, and/or prejudice.
3. Recognize cultural differences in the meaning and/or value of health, wellness, preventative health services, and medical treatment.
4. Promote service adaptation based on the cultural needs and preferences of each person.

#### **11. Advocacy and Public Relations**

*Frontline Supervisors (FLSs), following employer's policies and practices, advance public relations by demonstrating to community members the rights of people with disabilities, advocating with and for each person, and promoting valued membership in the community.*

1. Promote a positive public perception of both people receiving support and direct support professionals.

2. Collaborate and maintain relationships with community vendors, landlords, and other service agencies within the community.
3. Demonstrate general knowledge of current laws, services, systems, and community resources to assist and educate each person, families, and others as needed or desired.
4. Promote and teach advocacy skills to each person receiving support, direct support professionals, and families as needed.