



Suggested Supervisor Minimum Knowledge and Skills Checklist

The Alberta Home Visitation Network Association has compiled the following Supervisor Minimum Knowledge and Skills checklist. This list is not exhaustive nor is it intended to be prescriptive. The Supervisor Minimum Knowledge and Skills checklist may be modified to suit the specific needs of your organization.

The purpose of the checklist is to assist human service organizations with interviewing *prospective* staff and assessing the professional development and training needs of *existing* staff.

In addition to the knowledge and skills listed, it is expected that supervisors would meet the skills and knowledge levels of a home visitor (see Home Visitor Minimum Knowledge and Skills Checklist).

Introduction

Good supervision impacts organizational results and the overall work environment. A strong supervisory team that contributes to a positive work environment and enables employees to be (and feel) successful provides your organization with an advantage in attracting and retaining talented employees. Good supervision is based on clearly defining the role of supervisors in your organization and ensuring supervisors have the requisite competencies to carry out their role effectively.

Supervisors have two roles within the organization. They manage both processes and people.

Process responsibilities include:

- administrative tasks such as scheduling
- work implementation and problem solving
- monitoring work unit progress
- evaluating the results

People responsibilities include

- developing the work team and individual employee skills and capabilities.
- providing ongoing, intensive, reflective supervision for the direct service staff.
- monitoring and providing feedback on the day to day performances
- conducting formal performance reviews
- carrying out disciplinary activity

Source: www.hrcouncil.ca

The combination of process and people responsibilities requires that supervisors have a combination of process management and people management competencies. The competencies identified below are meant to provide examples of typical competencies required of supervisors. Each human service organization will need to refine a unique set of supervisory competencies that reflect the organizational culture and role requirements.

INTERPERSONAL ATTRIBUTES	ASSET
Non-judgmental	
Respectful	
Empathetic	
Honest and open	
Self aware	
Strength based	
Adaptable and flexible	
Be accepting and fair	

Confident	
Creative	

QUALIFICATIONS OR CRITERIA RECOMMENDATIONS	ASSET	NEEDS TO DEVELOP
<i>Prerequisite</i>		
Degree or diploma in human services or equivalency		
Criminal record check		
Child intervention check		
Valid drivers license		
First aid & CPR certification		
Other:		
Suicide intervention training		
Non-violent and crisis intervention training		
<i>Knowledge, Comprehension and Practical Application</i>		
Bonding and attachment		
Parent/child interactions		
Healthy child development		
Home visitation approach		
Strength based approach		
Family centered interventions		
Screening		
Assessment		
Maternal health		
Family diversity		
Concepts, identification and response to child abuse and neglect		
Family violence issues		
Cultural competence		
Community resources		
Awareness of community initiatives		
Community partnerships/collaboration		
Change and transition		

SUPERVISORY SKILLS	ASSET	NEEDS TO DEVELOP
<i>Administration/ Management</i>		
Supervisory experience in human services programs		
Administrative practices i.e. data management, monitoring caseloads		
Organizes resources for efficiency and effectiveness		
Communicates well with people internal and external to organization		
Evaluates priorities and allocates work time appropriately		
Implements agency policies and procedures		
Implements problem-solving strategies		
Delegates responsibilities		
Develops, monitors, implements and evaluates staff development		
Completes staff performance review		
Implements quality assurance measures		
Implements provincial standards		
Collaborates/partners with other agencies		
Utilizes computer technologies		
Balances work-life priorities		

<i>Leadership/Mentorship</i>		
Coordinates meetings and group work		
Contributes to the direction of the organization		
Fosters a team approach		
Works independently		
Provides reflective supervision for team members		
Provides ongoing feedback, coaching and support		
Facilitates group processes		
Manages interpersonal dynamics		
Negotiates differences		
Provides crisis management and debriefing		
Networks with stakeholders/partners		
Advocates for needs of clients, organization and community		
Assesses service delivery gaps		