



1050 STANDARDS FOR SUPERVISION	
Chapter: Staff Responsibilities	Section: Standards and Expectations
	New Hampshire Division for Children, Youth and Families Policy Manual Policy Directive: 11-37 Effective Date: November 22, 2011 Scheduled Review Date:
	Approved:  Maggie Bishop, DCYF Director
Related Statute(s): Related Admin Rule(s): Related Federal Regulation(s): Related Standards and References: Standards for Supervision in Child Welfare, DCYF, 2011. ACA Standards: 2-7043, 2-7127, 2-7128, 2-7135	Related Form(s): Bridges' Screen(s) and Attachment(s):

The role of the supervisor is to teach, support, and implement the NH's Practice Model beliefs and guiding principles that encompass the vision, mission, and philosophy of Child Protection and Juvenile Justice Services. Adherence to these beliefs and principles promotes the long-term safety, well-being, and permanent families for children and youth as well as community safety. Effective supervision supports a collaborative team approach that builds on families' strengths that meets their needs resulting in better outcomes for youth and families. Solution based supervision is based on a positive supervisor/supervisee relationship that promotes continued learning, self-reflection, identifies challenges, working partnerships, building upon strengths, and facilitates professional growth and development. Supervisors are responsible for creating and maintaining a supportive working and learning environment and for open communication, collaboration, and accountability at all levels, both internally and externally. These standards are established to represent expectations for child protection and juvenile justice supervisors.

Purpose

The purpose of this policy is to establish the Child Protection and Juvenile Justice standards for supervisory staff.

Definitions

"Administrative Supervision" means the activities of the supervisor, including case management functions, which are directed toward implementing the organizational objectives and helping to ensure that the quantity and quality of work achieves standards articulated by the agency. The administrative function involves planning, executing, monitoring, and evaluating activities to accomplish the work of the agency through the staff.

"Educational Supervision" means the activities of the supervisor, including case management functions, which are directed toward helping staff learn what they need to know to fulfill their job responsibilities as part of the agency's commitment as a learning organization. This includes: helping new staff understand the job and develop beginning competence; maintaining an ongoing emphasis on developing staff proficiency to complete critical functions of the work; and assisting staff in their career planning and continued professional growth.

"Supportive Supervision" means the activities of the supervisor that are directed toward promoting a climate that enables staff to feel confident and competent about the job. These activities foster an environment that supports optimal job performance.

Policy

- I. ACA UNDERLYING PRINCIPLES FOR JUVENILE JUSTICE SERVICES:
 - A. Field staff who have caseloads will report to a designated supervisor who is trained in the supervisory function (2-7127). *DJJS establishes the optimal staff to supervisor ratio as no more than 6 JPPOs per supervisor;* and
 - B. JPPO field supervision of youth is continually reviewed by the supervisor from both an administrative and case management perspective (2-7128).
- II. The child protection and juvenile justice services supervisory responsibilities are differentiated into Administrative, Educational, and Supportive supervision.
 - A. Administrative supervision includes:
 1. Coordinating the work of the District Office (DO) in keeping with the agency's vision, mission, goals, and values. Supervisor expectations include:
 - (a) Communicating and informing staff of the agency's mission and vision;
 - (b) Modeling behaviors that are consistent with the agency's mission, vision, values, and professional codes of ethics;
 - (c) Establishing objectives and priorities within the DO that reflect and embrace the agency's Practice Model;
 - (d) Explaining the rationale to support the agency's policies, procedures, mission, and Practice Model belief and guiding principles, including the use of Restorative Justice theory and practice; and
 - (e) Communicating information in a courteous, culturally respectful manner.
 2. Committing to recruitment, screening, and selection of qualified staff to ensure they possess the requisite knowledge, skills, and abilities to work in and remain committed to the job. Attracting and selecting the right person for the job is the critical first step in assuring a competent, stable workforce. Supervisor expectations include:
 - (a) Actively pursuing recruitment opportunities and work with administration to develop specific activities;
 - (b) Participating in agency sponsored recruitment activities;
 - (c) Maintaining communication links with prospective candidates and presenting the agency in a positive light;
 - (d) Articulating the beliefs and guiding principles of the Practice Model during all phases of the hiring process;

- (e) Knowing and complying with law and policy related to fair hiring and the selection process;
 - (f) Developing and maintaining current knowledge and skill in the screening and selection process;
 - (g) Conducting job specific panel interviews and reference/background checks to select the most suitable candidate for a vacancy;
 - (h) Identifying and selecting candidates who are able to demonstrate the competencies needed and whose articulated values and philosophy are consistent with the agency's Practice Model beliefs and principles, as well as Restorative Justice Theory and practice; and
 - (i) Justifying and documenting hiring decisions using job-related criteria that reflect the agency's beliefs and guiding principles.
3. Assuring cohesion and high performance of child protection and juvenile justice field staff by achieving program goals for children, youth and families. Acknowledging high productivity in the District Office (DO) is based on a structure that provides support, consistent direction, recognition, and connection for staff. Supervisor expectations include:
- (a) Identifying and analyzing the critical functions of field staff;
 - (b) Developing a plan for successful achievement of these critical functions;
 - (c) Developing and implementing a plan for assigning work that facilitates the goals and objectives of the DO and the agency;
 - (d) Determining the degree to which goals are achieved;
 - (e) Utilize data to develop and monitor a plan regarding DO performance to ensure continuous quality improvement - identify practice areas, units, or individual staff needing increased support;
 - (f) Modifying plans and methods to adjust to crisis and changes such as caseloads, staffing, and new requirements;
 - (g) Convening staff meetings every week for a minimum of one hour. Topics covered can include, but are not limited to: pertinent items from monthly supervisors meetings, docket items, policy updates, training, case consultation, and coordinating efforts to engage external stakeholders;
 - (h) Conducting weekly supervision with field staff is expected and is the best practice standard.
 - (1) The minimal acceptable standard of supervision for a CPSW IV is no less than every other week;
 - (2) The minimal acceptable standard of supervision for a JPPO IV is no less than every other week;

- (i) Attending to the theory of parallel process by recognizing that principles and practice in relationships among staff and supervisors mirror that with families. Applying a solution based approach to develop and sustain those relationships.
4. Encouraging maximum performance of individual staff to results in better services to youth and families and improved outcomes. It can also create a greater sense of achievement and satisfaction therefore helping to increase staff motivation and staff retention. Supervisor expectations include:
- (a) Recognizing and identifying staff's strengths and assisting them in developing them in developing those strengths.
 - (b) Setting and clearly communicating expectations for staff performance related to family outcomes including safety, permanency, and well-being when applicable;
 - (c) Evaluating and monitoring the quality, quantity, and timeliness of staff performance;
 - (d) Providing frequent, timely, and specific positive feedback and/or constructive criticism to keep staff apprised of their performance;
 - (e) Providing a written performance plan and evaluation of staff a minimum of once per year (2-7043) that includes specific information as to how staff is meeting, or not meeting, the work expectations;
 - (f) Taking appropriate positive or corrective personnel actions; and
 - (g) Documenting staff performance related to program compliance.
5. Facilitating open communication between child protection and juvenile justice services staff and agency Administration/Management staff to achieve the agency and DO goals. The timely flow of information, changes, plans, and concerns between CPS/DJJS staff and agency Administration/Management staff increases ownership and commitment to the achievement of goals. The role of supervision is to encourage upward, downward and lateral communication. Supervisor expectations include:
- (a) Encouraging an atmosphere that promotes open communication conducted with genuineness, empathy, courtesy, and respect;
 - (b) Encouraging staff communication with supervisors and field administrators to develop a direct link with agency administration and management staff;
 - (c) Working collaboratively with other program areas and agencies to foster communication;
 - (d) Providing staff with feedback regarding the message they are communicating about the DO and the agency;

- (e) Educating the community and other programs on the Practice Model beliefs and principles in an effort to strengthen our partnerships;
 - (f) Helping staff understand roles and parameters of other program areas within the agency and the Department of Health and Human Services; and
 - (g) Modeling parallel process theory with collaborative relationships.
6. Fostering collaborative relationships within the agency and with community agencies including the assurance that children, youth, families, and communities are safe in a collaborative effort. Positive outcomes are more likely to be achieved when the agency and community understand each other's program goals and objectives and that they are heard and respected. Supervisor expectations include:
- (a) Working collaboratively with other agencies to foster communication;
 - (b) Providing staff with feedback regarding the message they are communicating about the DO and the agency;
 - (c) Promoting and educating the community regarding agency goals, objectives, and Practice Model beliefs and principles;
 - (d) Developing and sustaining positive relationship with the community;
 - (e) Helping staff to understand roles and parameters of community agencies;
 - (f) Modeling cultural responsiveness in collaborative relationships;
 - (g) Promoting collaboration that is conducted with genuineness, empathy, courtesy, and respect; and
 - (h) Promoting positive, proactive and ongoing communication and public education to community partners through the agency's Speakers Bureau mission and protocols.

B. Educational supervision includes:

- 1. Assuring orientation for new staff by providing information about the employee's role in the agency and the agency's role in the community. This helps to reduce the anxiety new staff experience, creates a sense of belonging to the agency, and promotes the development of staff competence. Supervisor expectations include:
 - (a) Providing a welcoming environment and the provision of necessary support to orient new staff to the office and day-to-day business operations;
 - (b) Preparing new staff for trainings and supporting them in their completion of transfer of learning activities:
 - (1) For child protection staff this means preparing them for Core Training Modules, learning labs and related trainings;

- (2) For juvenile probation and parole officers this means preparing them for JPPO Field Training Officer mentoring and participation in the Juvenile Probation and Parole Institute;
 - (c) Assuring new staff have an assigned mentor who is in good standing with the agency and appropriately applies the Practice Model beliefs and principles in their work performance;
 - (d) Reviewing the mentoring agreement with the mentor and mentee;
 - (e) Providing ongoing guidance and support to the mentor and mentee;
 - (f) Assuring all staff have a working knowledge of the agency's policies, procedures, and legal mandates that govern the work; and
 - (g) Assessing the learning styles and skills of new staff and their critical core knowledge of casework as it relates to their position as a child protection worker or juvenile probation and parole officer.
2. Creating and implementing training plans with each staff member. Supervisors play an essential role in the development of staff. Through the utilization of available resources the joint development of a clear, specific, and realistic individual plan for professional development promotes its achievement and performance management. Supervisor expectations include:
- (a) Setting the expectation for high quality performance;
 - (b) Conducting initial and ongoing training needs assessments with staff to identify their strengths and needs relative to critical job knowledge and their application of the agency's Practice Model beliefs and guiding principles to their work;
 - (c) Developing an individual plan with staff as part of their annual performance evaluation to meet their specific developmental and training needs;
 - (d) Conducting periodic reviews of staff performance, use annual evaluations to elicit progress towards behaviorally specific performance outcomes; and
 - (e) Assuring staff participation in training that will help to achieve their individual training goals.
3. Encouraging the development of all staff through their personal and professional growth. Building workforce capacity is enhanced when the supervisor provides opportunities for staff to experience personal and professional growth on the job. This in turn helps staff achieve a sense of accomplishment and esteem that can positively affect performance. Supervisor expectations include:
- (a) Encouraging staff creativity, innovation, and ownership of organizational goals;
 - (b) Modeling/mentoring continued growth and development for staff as life-long learners;

- (c) Encouraging staff to participate in the design and implementation of initiatives and strategies that improve outcomes for families;
 - (d) Promoting independence and autonomy in practice that supports staff in attaining their professional goals;
 - (e) Assisting staff in identifying their professional goals and support achievement of these goals as they relate to the agency's mission and Practice Model; and
 - (f) Modeling/mentoring appropriate use of technology;
4. Providing supervision and consultation. The supervisor plays a critical role in achieving positive outcomes for long-term safety, well-being, and permanency for children, youth and families as well as for community safety by modeling and encouraging objectivity, and promoting consistent, quality practice. Supervisor expectations include:
- (a) Assessing and considering staff's skills, strengths, interests, areas of needed development and the family's strengths and needs when assigning cases;
 - (b) Discussing the staff's workload:
 - (1) Child Protection staff are to have their entire workload discussed with them in supervision at least monthly as part of regular supervision;
 - (2) Juvenile Probation and Parole staff are to have their active workload discussed at least monthly, as a part of regular supervision (2-7135). Administrative cases may be reviewed on a quarterly schedule.
 - (c) Assisting staff in the initial, then ongoing, family assessment of danger, risk, strengths, and needs;
 - (d) Supporting staff in engaging families, and their natural supports, to develop and implement creative, individualized solutions that build on the strengths of families to meet their needs;
 - (e) Increasing staff awareness of how their own attitudes and approaches, life experiences, and cultural background potentially impact the relationship with the family and intended outcomes;
 - (f) Assisting staff in assessing progress towards family-centered goals established in the family or youth's case plan;
 - (g) Supporting staff in making critical case decisions including, but not limited to the safety of children/youth, community safety, placement, reunification of children/youth, termination of parental rights, and case closure; and
 - (h) Encouraging staff to identify the cultural diversity of all families and helping staff develop plans to address individual differences.

C. Supportive supervision includes:

1. Establishing a positive work climate. Staff work more effectively in an environment where they are valued and there is an encouragement of individuality, comfort with professional risk-taking, and personal and professional development. Staff is more likely to improve their performance if the agency is sensitive to their needs. The "climate" that each staff member experiences is determined primarily by the way supervision is conducted. Supervisor expectations include:
 - (a) Acknowledging effective performance, staff efforts, office/unit accomplishments, and individual contributions;
 - (b) Creating/modeling high standards of practice and motivating staff to meet those standards;
 - (c) Supporting staff in self-care to sustain the quality of their work;
 - (d) Treating staff with courtesy and respect;
 - (e) Supporting a climate of trust and openness, which promotes personal and professional growth;
 - (f) Encouraging and supporting staff to appropriately express and manage their feelings and concerns about the children, youth and families they work with as well as the agency and other stakeholders;
 - (g) Creating and sustaining an environment in which individuals are understood within the context of their own family rules, traditions, values, and culture.
 - (h) Referring staff to employee assistance or other services when appropriate;
 - (i) Using mistakes, problems, and challenges as opportunities to teach and learn; and
 - (j) Modeling and promoting a "can-do" solution based attitude for staff.
2. Developing and supporting a teamwork approach. The results of working as a team are greater than the sum of its parts. Shared decision-making frequently provides better outcomes for youth, families, and the community. Supervisor expectations include:
 - (a) Defining roles and creating expectations for how staff work together;
 - (b) Involving staff in decision-making whenever appropriate;
 - (c) Encouraging team decision making through peer consultation, collaboration, and shared ownership of outcomes for children, youth and families;
 - (d) Fostering cooperative relationships characterized by courtesy and respect for one another; and

- (e) Assessing staff's strengths and needs while utilizing individual expertise to facilitate team building.
3. Facilitating successful resolution of conflict within and outside the agency. Conflict is inherent in supervision and can be a healthy aspect of life. Successful resolution of conflict creates opportunities for growth on an individual, team, and agency level. Unresolved conflict is detrimental to the functioning of the individual, team, and the agency as a whole. Supervisor expectations include:
- (a) Modeling good listening and a solution based approach to conflict resolution;
 - (b) Creating a safe and open environment that encourages staff to raise issues and concerns;
 - (c) Acknowledging the normative and positive value of conflict;
 - (d) Demonstrating respect for differences of opinion;
 - (e) Facilitating discussions that identify solutions that address the needs of those involved in the conflict;
 - (f) Managing and controlling interpersonal conflict when the lack of resolution affects the office, family, or relationships in the agency;
 - (g) Modeling for staff and assisting them with managing conflict professionally; and
 - (h) Establishing a working partnership in the supervisor/supervisee relationship that supports the resolution of conflict, issues, or other barriers that may arise.
4. Developing awareness of self and the effect on the supervisor/supervisee relationship. Supervision is a dynamic process where one's own competencies, experiences, needs, and issues affect supervisory relationships and effectiveness. Supervisor expectations include:
- (a) Recognizing that positional authority can influence staff performance and how one's personality and learning style affect staff;
 - (b) Recognizing how one's life experiences, including cultural background, can affect the supervisor/supervisee relationship;
 - (c) Actively participating in monthly Leadership meetings and assuring staff is fully informed of practice discussions and decisions that occur and how these impact their work;
 - (d) Seeking supervision and consultation to enhance one's own effectiveness;
 - (e) Utilizing an appreciative inquiry approach for receiving feedback from staff on supervisory practice;
 - (f) Exhibiting flexibility and accepting change in a positive manner;

- (g) Seeking opportunities for professional development that enhance supervisory knowledge, skills, and abilities as a leader and manager;
- (h) Attending to one's reaction and response in emergent situations and the potential impact this can have on staff;
- (i) Recognizing and learning from one's own mistakes, use them as opportunities to learn;
- (j) Managing one's own self-care to ensure sustained quality of work; and
- (k) Attending to the theory of parallel process in that the supervisor/supervisee relationship with one another is replicated in the staff/family relationship.