



Healthy Families New York

Supervisor Competency Self-Assessment and Training Tool

User Guide

Introduction

New York's Healthy Families workforce serving families prenatally through age five will be prepared to promote and support optimal development of infants, young children and their families. New York families will receive culturally competent, linguistically appropriate and relationship-focused home visiting services provided by a workforce that demonstrates a common set of core competencies.

What are workforce competencies?

The Healthy Families New York Healthy Families workforce competencies are a set of knowledge and skills that reflect best practice for professionals in the field. They include competencies for Family Support Specialists, Family Resource Specialists, and Supervisors. The competencies are expectations for what the workforce should know (knowledge) and be able to do (skills) in their roles working with families.

The Healthy Families New York competencies are organized under domains. These domains encompass the major areas where Family Support Specialists, Family Resource Specialists, and Supervisors need to have knowledge and skills. The competencies listed under each domain are not intended to be an exhaustive list; rather, they provide general guidance for best practice in working with families in a variety of home visiting programs.

Why are competencies needed?

Workforce Competencies create a common thread of professional expectations across the myriad statewide Healthy Families New York programs.

Competencies were established to provide a framework and a common language for workforce development planning that supports state, local, agency and individual workforce development. The Healthy Families New York workforce competencies are intended to be used as a tool by Program Managers, Supervisors, Family Support Specialists, and Family Resource Specialist in guiding hiring, new employee orientation and training, longer term professional development planning, and conducting ongoing self-assessments.

How were the competencies developed?

The Healthy Families New York Workforce Competencies were developed based on a multi-year process which included gathering information on best-practices in home visiting, talking with representatives from other multi-site systems, collaborative meetings with members of Central Administration, and reviewing and vetting by a number of HFNY programs. This process is iterative, and future versions can be expected based on changes at both the national, state, and local levels.

Self-Assessment Tool Instructions

HFNY Central Administration is evaluating the experiences and competency development of new Supervisors during their first year in this role. The **Supervisor Competency Self-Assessment and Training Tool** (see attached) is provided to help new Supervisors and Program Managers evaluate and assess their experiences, what training aspects are most helpful in the development of competencies, and what additional supports may be needed to help further develop an individual's competencies. The tool is meant to be used at two check points during the Supervisor's first year- once 6-months after starting the role and again at 12-months. The Supervisor can choose to either complete a new tool at 12-months or update the 6-month tool. The individual should complete columns 2-4 independently, and then meet with their Supervisor to discuss their answers and complete column 5.

NOTE There is no expectation that a new Supervisor will have fully developed all competencies at 12-months. Rather, the tool should be a guide to help identify where the individual has developed strengths, and where further support is needed. The self-assessment can be used beyond 12-months as ONE tool in the continued discussion around the development of an individual's strengths and areas where further training and support are needed.

The Supervisor Competency Self-Assessment and Training tool is setup as a table, with the first column listing both knowledge and skill competencies for Supervisors.

The second column asks how knowledgeable or skilled the individual feels about the item. There are five available choices for skill-based questions:

- No experience with this: the individual has either not learned any information about, or had the chance to practice, the competency.
- I am not able to do this yet: the individual feels they are not able to do this and still needs someone to do it for them so they can watch and learn.
- I am able to do this with support: the individual is able to do this as long as there is someone either with them or available to help them with most, if not all, of the steps.
- I am able to do this on my own: the Supervisor is able to complete this independently, although they may still need support from time to time (no individual at HFNY is ever expected to operate without a consistent level of support and guidance).
- Not applicable: the Supervisor is not expected to know or be able to do this.

Again, there is no expectation that an individual is going to feel they know everything or can do everything on their own with minimal support. However, there will likely be areas where they feel particularly capable, such as their knowledge of HFNY policy and best practice standards. There will also be areas where the individual needs more targeted or consistent training and/or support.

The third column asks what activities, experiences, and/or resources the individual has found most helpful in developing their knowledge and/or skill in the defined competency. There are a list of possible choices- common structured activities that Supervisors tend to participate in during their first year. There may also be "other" activities, experiences, and/or resources the individual receives as a part of their training and development that are particularly important or meaningful to the individual. The answers in this column will help the HFNY Central Administration team identify the aspects of our work

supporting new Supervisors that are particularly helpful, and those that may either need further highlighting (such as the Transfer of Learning website) or development.

The fourth column allows the individual to reflect on what additional training and/or support they might need to feel more knowledgeable or skilled in the specified area. While some of the choices are structured (e.g., training and resources) some may be less structured or naturally occurring (e.g., conversations with their Supervisor, chances to talk with other Supervisors). There may also be “other” choices not listed. The individual might also not be sure what they need, which is an opportunity for their Supervisor to help them identify some additional training, resources, and/or opportunities for growth. These items, and a plan for how the individual will access and/or participate in them will be outlined in column five.

Once the Self-Assessment tool has been completed the first time (at 6-months) and the second time (at 12-months), it should be emailed to Erin Berical at eberical@albany.edu. None of the personal information in the document will be shared with anyone outside of the evaluation team. The goal of evaluating the information in these tools is to better identify and understand what activities, resources, and other experiences are MOST helpful in developing Supervisor competencies.