

FAIR FUTURES PROGRAM MANUAL

SECTION 24

TABLE OF CONTENTS

SECTION 24. EFFECTIVE SUPERVISION & PROGRAM MANAGEMENT	128
A. ROLE OF THE SUPERVISOR	128
B. COACH SUPERVISOR COMPETENCIES AND QUALITIES	128
C. SUPERVISION AND TEAM MEETINGS	129
D. SUPERVISION PHILOSOPHY	130
E. PROGRAM DIRECTOR QUALIFICATIONS AND QUALITIES	130
F. PROGRAM DIRECTOR ROLE	131

SECTION 24. EFFECTIVE SUPERVISION & PROGRAM MANAGEMENT

A. ROLE OF THE SUPERVISOR



The Supervisor's overall job is to empower, inspire and motivate their team of Coaches and/or Specialists to work together to achieve programmatic goals. This includes helping the team build and develop healthy relationships with the young people they serve. The recommended direct report ratio is 1:5 (one Supervisor to five direct reports).

Other key responsibilities included the following:

- ☐ **Encourage** Coaches and Specialists to share effective engagement techniques
- ☐ Guide Coaches and Specialists in utilizing the coaching framework and coaching language to partner with the youth to develop and create action plans that lead to goal achievement
- ☐ Support Coaches and Specialists with the academic, career development, and post-secondary goal-setting processes, including walking through how to use the process maps and dashboards, and selecting goals based on that young person's situation
- ☐ Help Coaches navigate the DOE and other systems, as needed
- ☐ Help Coaches and Specialists prevent and navigate crises, as they arise
- ☐ Collaborate and communicate with co-workers from other departments, in particular the case planning teams. This includes advocating on behalf of your team when necessary.

As a Coach and Specialist job can be challenging and emotionally taxing at times, Supervisors should be available to provide emotional support and to their team to help them build resiliency. During Supervision the Coach/Specialist may need to decompress or may need reassurance that he/she is taking the right steps to help the young person.

Supervisors step in for Coaches when they are sick or on vacation and are a constant for young people in the program. When Coaches leave/move on, it is the Supervisor who is responsible for maintaining the relationship with the young person and helping to facilitate the transfer to a new Coach.

B. COACH SUPERVISOR COMPETENCIES AND QUALITIES

Like Coaches, the most effective Supervisors apply a leadership mind-set and coaching approach where they motivate and empower their team to work together to achieve programmatic success. Influence and inspiration separate leaders from managers, not power and control. Some of the key qualities in a supervisor include the following:

- Use a coaching approach to help empower your team to set goals and own their own performance.
- Create a trauma-informed environment by providing staff with the space and resources needed to manage any secondary trauma
- Be open to receiving feedback and giving your team a space to share. For example, using formal supervision (see Kadushin model of supervision below).
- Be empathetic and show genuine care, model pro-social behavior, and must be able to express empathy and genuine caring, while maintaining healthy boundaries. Supervisors should "coach" the Coaches!

Coach Supervisors are often promoted from the role of a Coach.

Supervisor qualifications should include the following:

- At least a Bachelor's degree.
- A minimum of three years of experience working with young people (ideally working with at-risk adolescents, preferably in the field of child welfare)
- A proven track record of at least one year of successful supervisory experience is preferred.

See [Appendix A Fair Futures Staff Screening & Hiring Toolkit](#) for a full list of best practices in hiring and screening Coach Supervisors.

C. SUPERVISION AND TEAM MEETINGS

SUPERVISION

Supervision, when conducted well, is a powerful opportunity for you to better understand your staff, empower them to own their own performance, provide a safe space for them to share any struggles or challenges and help boost their confidence. Additionally, this provides the supervisor with an opportunity to learn how the young people in their program are progressing.

Supervision sessions should take place on a recurring schedule. As a best practice this is typically weekly or biweekly for 1-hour. For newer Coaches, Supervisors should provide weekly supervision and assist them more closely.

To prepare for Supervision Sessions:

Coaches/Specialists should send their agenda to their Supervisor 2 to 3 days in advance of the meeting so they can be reviewed prior to the meeting. In return the Supervisor should also send their agenda items to their staff 2 to 3 days in advance of the Supervision meeting. The Supervisor will then combine their agenda items with those of their direct report.

Note: Some agencies use the [Kadushin model](#) of supervision and break down their meeting agendas accordingly.

The Supervisor should review reports from the Online Platform, which will contain contact notes and outline the goals/steps taken for each of the young people. The Supervisor should bring the reports to the meeting with any follow-up questions related to a particular young person's progress.

COACH PROFESSIONAL DEVELOPMENT

The Supervisor should help Coaches:

- ☐ Acknowledge and celebrate their strengths and progress;
- ☐ Identify areas for growth;
- ☐ Provide appropriate skill development opportunities;
- ☐ Conduct team meetings with Coaches and facilitate relevant conversations, such as: Best-practice engagement and coaching techniques; Shared challenges across the team; Upcoming events, training, and/or group activities.

ADDITIONAL KEY RESPONSIBILITIES OF THE COACH SUPERVISOR INCLUDE:

- ☐ Meeting with young people and assigning Coaches;
- ☐ Matching young people to new Coaches, as needed;
- ☐ Work collaboratively with other professionals, such as foster care staff, school administrators, guidance counselors, etc.
- ☐ Participate in all Coach hiring;
- ☐ Work collaboratively with other staff and system providers driving towards similar goals in a coordinated fashion;
- ☐ Help staff facilitate therapeutic peer groups which can focus on skills such as healthy communication, positive peer relationships, dealing with peer pressure, and service learning
- ☐ Work with the Program Director to conduct outreach to outside community agencies and provide direction to all staff;
- ☐ Ensure that administrative and financial procedures are in place

D. SUPERVISION PHILOSOPHY

Some agencies use the **Kadushin philosophy and template**, which is based on three areas:

SUPPORTIVE

This has to do with the maintenance of harmonious working relationships, provision of support to reduce stress, and assistance with challenges that the Coach is unsure of how best to tackle. This could include struggles with how to support a young person or how to navigate a conflict or tension with another staff member.

EDUCATIONAL

This relates to the educational and professional development of staff. This could include addressing any skill gaps Coaches have, instruction around how to use Goals & Steps or teaching effective coaching practices. Supervisors help Coaches think through their professional development plans, what growth areas they want or need to focus on, and how the Supervisor can be supportive.

ADMINISTRATIVE

This relates to complying with policies of administration to ensure an efficient and smooth-running office. Specifically, this could include a discussion around any questions related to dates/meetings, fiscal procedures, technology issues, etc.

With this framework, supervision meetings start with the Supportive area, which can be the most challenging to discuss and often comprise about 50%-75% of the meeting. Administrative items do not comprise more than 10% of the meeting. *If there is not sufficient time to cover administrative items, the Coach and Supervisor can discuss over email.*

E. PROGRAM DIRECTOR QUALIFICATIONS AND QUALITIES



Program Directors should have a Master's in social work, education, or related field, significant experience working with at-risk or system-involved youth, and 3+ years of management experience, ideally.

Exceptions can be made for candidates with Bachelor's degrees who have significant managerial experience and who are credible messengers.

The Program Director should also:

- ☐ Have 4+ years management experience including oversight of staff, budgets and program outcomes;
- ☐ Be a self-directed, strategic thinker with ability to engage community and government stakeholders;
- ☐ Be a leader and able to work under pressure to meet deadlines;
- ☐ Possess excellent interpersonal, written and verbal communication skills.

The Program Director is responsible for creating a warm, inclusive, strength-based, non-judgmental, and trauma-informed culture. The Program Director models pro-social behavior with all staff and young people, and must be able to express empathy and genuine caring, while maintaining healthy boundaries.

F. PROGRAM DIRECTOR ROLE

When it comes to supervising and supporting staff, the role of the Program Director closely mirrors that of a Supervisor, but at scale. The Supervisors report to the Program Director and engage in weekly or biweekly supervision meetings.

The role of the Director is also to:

- ☐ Promote a youth development philosophy and framework and work cross-divisionally to infuse youth development principals and skills across the program and agency;
- ☐ Lead, manage, and directly supervise the Fair Futures staff;
- ☐ Provide direct, regular supervision to Supervisors;
- ☐ Ensure data is being entered into the Online Platform on a regular basis and review monthly reports;
- ☐ Ensure peer groups are in place and running effectively;
- ☐ Be the outward face of the program to both public and private stakeholders;
- ☐ Partner externally to develop workforce, internship, and career exposure partnerships;
- ☐ In concert with Human Resources, develop and/or reassess the staff recruitment plan;
- ☐ Ensure all Coaches, Supervisors, and Specialists receive the proper trainings;
- ☐ Ensure that efficient administrative procedures are in place within the program and that financial and physical resources are effectively used.

The Program Director is also responsible to ensure that the 4Ps are in place to ensure long-term sustainability and success of their Fair Futures program.

The 4Ps are: **People, Process, Program & Performance** – see [Section 26](#) and [Appendix C00: Checklist For Program Integration And Long-Term Success: Phase 2](#).