

FAIR FUTURES PROGRAM MANUAL

SECTION 24

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SECTION 24. COACH SUPERVISION & PROGRAM MANAGEMENT

A. SUPERVISOR COMPETENCIES AND QUALITIES

Like Coaches, Supervisors work from a strength-based approach and are able to inspire hope. Supervisors create a trauma-informed environment, 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, and should have a Bachelor’s degree. Supervisors typically have a minimum of three years of experience working with young people (ideally working with at-risk adolescents, preferably in the field of child welfare), and 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.

B. ROLE OF THE SUPERVISOR



The Supervisor’s overall job is to help create a strength-based, trauma-informed environment and provide ongoing management, direction, and support to up to 4 to 5 Coaches in building relationships with young people and helping them progress towards their goals.

MODELLING BEHAVIOR AND CREATING A SUPPORTIVE ENVIRONMENT

The Supervisor should build trusting relationships with Coaches, as Coaches do with young people, and model a strength-based approach in their work. The Supervisor should help create a trauma-informed, engaging environment for both staff and young people.

The Supervisor coaches and supports Coaches in their work with young people.

The Supervisor should:

- Support Coaches in their efforts to build relationships with young people, including sharing effective engagement techniques;
- Guide Coaches in utilizing Motivational Interviewing techniques to develop and follow action plans with young people;
- Support Coaches with the academic and career development goal-setting process, 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 prevent and navigate crises, as they arise.

As a Coach’s job can be challenging and emotionally taxing at times, Supervisors should be available to Coaches to provide emotional support and help them build resiliency. In these meetings, the Coach 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.

C. COACH SUPERVISION AND TEAM MEETINGS

SUPERVISION

Supervisors monitor the progress that Coaches make with young people through regular supervision sessions (typically weekly or biweekly), and ensure Coaches are taking appropriate steps to help young people progress and plan for the next step of their journey.

For newer Coaches, Supervisors should provide weekly supervision and assist them more closely. Supervisors should be copied on emails with Case Planners, schools, and other staff to ensure they are guiding them on the right steps.

Supervision meetings are typically one hour, but can be longer if needed.

To prepare for Supervision Sessions:

Coaches should prepare an agenda 2 to 3 days in advance of the meeting for the Supervisor to review prior to the meeting.

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

The Supervisor should review reports from the Online Platform, which will have key academic information 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.

The Supervisor should also review any new case notes since the last meeting. The Supervisor should note any issues that need to be followed-up in person. For the rest of the notes, the Supervisor can input comments directly into the Online Platform. These comments will pop up in the "To Do" or "Notification" section of the Coach's View.

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 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;
- Monitor youth goals & steps and key academic data monthly;
- 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.