

Field Observation Assessment (FOA)

Supervisor Name:

U Number:

Competency A: Critical Thinking

Instructions:

Each of the items in this section represents a key aspect of critical thinking and describes someone who does critical thinking competently. If any aspect of an item is missing, then the supervisor has not achieved competence in that item.

For example with **Item 1) Raises important questions with staff**- In order to “meet expectations,” the supervisor must exhibit all three aspects of raising important questions:

- a) Formulate clear and concise questions,
- b) Facilitate analysis and problem solving
- c) Ask clarifying questions.

If the supervisor does not exhibit all three aspects of **Raising important questions with staff**, then a score of 0 or “does not meet expectations” must be given for that item.

In order to pass the Critical Thinking Competency **overall**, the supervisor must meet or exceed expectations in 4 out of 6 of these items.

Look for bolded phrases and sentences in each item for clues as to the key aspects of an item that must be present for the supervisor to “meet expectations.”

Item 1) Raises important questions with staff:

- a) Formulates clear and concise questions
- b) Questions facilitate analysis and problem solving;
- c) Asks clarifying questions such as “Could you elaborate?” “Could you illustrate what you mean?” “Could you give me an example?”

Does Not Meet Expectations

Meets Expectations

Comments:

Item 2) Assesses Relevant Information:

- a) Gathers and assesses relevant information from multiple sources
- b) Identifies all relevant issues when trying to solve a problem or staff a case
- c) Ask questions to get accurate information such as “How could we check on that?” “How can we verify or test that?”
- d) Ask questions to get precise information like “Could you be more specific?” “Could you give me more details?” “Tell me more about that?”
- e) Ask questions to assess for relevance of information such as “How does that bear on the problem?” “How does that help us with this issue?” And questions that seek to understand whether or not any piece of information is really important or extraneous.

Does Not Meet Expectations

Meets Expectations

Comments:

Item 3) Draws Appropriate Conclusions and Solutions:

Interprets the information so that he or she can effectively come to well-reasoned conclusions and solutions. This includes:

- a) Helping staff identify core elements of an issue or situation
- b) Engaging staff in identification of potential options
- c) Coming up with the best solutions possible with the information available
- d) Uses logic- Will ask questions such as “Does all of this make sense together?” “Does the information lead to this conclusion or is anything missing that we need to know more about?”

Does Not Meet Expectations

Meets Expectations

Comments:

Item 4) Checks Conclusions and Solutions Against Standards:

- a) Tests the conclusions and solutions generated
- b) Against relevant criteria and standards such as
- c) Laws, policies, models of assessment and intervention and fairness. Asks questions such as “What policy covers this situation?” or “Are we sure our conclusions are justifiable in this context?” “Did we come to conclusions based on the facts or are we distorting information in some way to get what we want, or to make things easier?”
 - Tests the conclusions and solutions generated against relevant criteria and standards such as: laws, policies, models of assessment, interventions and fairness.
 - Asks questions such as, “What policy covers this situation?” or “Are we sure.....etc.”

Does Not Meet Expectations

Meets Expectations

Comments:

Item 5) Demonstrates thinking with an open mind:

- a) Thinks openly within alternative systems of thought
- b) Helps staff think of alternate points of view and various cultural perspectives that might affect the interpretations and conclusions generated in the discussion

Does Not Meet Expectations

Meets Expectations

Comments:

Item 6) Probes for Faulty Thinking or Biases: Recognizes, assesses, and remains

- a) Skeptical of assumptions, implications, and practical consequences
- b) Challenges staff to come up with alternative perspectives and make sure they are not basing their thinking, conclusions and proposed solutions on faulty assumption, attributional errors or other types of biases.
- c) Asks questions to make sure we have covered the depth and breadth of the issue such as “Do we need to look at this from another perspective?”

Does Not Meet Expectations

Meets Expectations

Comments:

Total Check marks for “does not meet” and “meets expectations” (must meet expectations on 4 out of 6 items to score “complete” on this competency):

Total Does Not Meet Expectations

Total Meets Expectations

Additional Comments including areas where supervisor exceeded expectations or demonstrated the need for improvement:

Action plan, recommendations, areas of need and growth (even if the supervisor “meets expectations”), development plan to address needs related to this competency:

Competency B: Communication

Instructions:

Each of the items in this section represents a key aspect of communication and describes someone who communicates competently. If any aspect of an item is missing, then the supervisor has not achieved competence in that item.

For example with **Item 1) Engages in Active Listening**- In order to “meet expectations,” the supervisor must exhibit all three aspects of active listening:

- a) Does not interrupt,
- b) Shows nonverbal signs of interest
- c) Accurately paraphrases message content

If the supervisor does not exhibit all three of those aspects of **Engages in Active Listening**, then a score of 0 or “does not meet expectations” must be given for that item.

In order to pass the Communication Competency **overall**, the supervisor must meet or exceed expectations in 4 out of 5 of these items.

Look for bolded phrases and sentences in each item for clues as to the key aspects of an item that must be present for the supervisor to “meet expectations.”

Item 1) Engages in Active Listening:

- a) Engages in uninterrupted active listening
- b) Shows nonverbal signs of interest in what the other person is saying (e.g. looks at person who is speaking, nods head, leans forward),
- c) Accurately paraphrases message content to confirm understanding, reflects others feelings to show empathy

Does Not Meet Expectations

Meets Expectations

Comments:

Item 2) Adjusts Communication to the Audience:

- a) Adjusts communication style to the audience whether that is a large group, small group or different individuals with different communication styles and needs.

Does Not Meet Expectations

Meets Expectations

Comments:

Item 3) Engages in Mutual Feedback:

- a) Engages in continuous dialogue and mutual feedback in promoting the achievement of desired goals
- b) Elicits and uses feedback from staff to improve supervisory practice and unit outcomes.

Does Not Meet Expectations

Meets Expectations

Comments:

Item 4) Uses Strengths Based Communication:

- a) Engages in strengths based,
- b) Respectful communication strategies including
- c) Signs of positive regard for the other in order to motivate staff, enrich the supervisor-staff relationship and acknowledge cultural differences. Staff needs are met through this type of communication.
 - Engages in strengths based, respectful communication strategies
 - Demonstrates signs of positive regard for the other in order to motivate staff, enrich the supervisor-staff relationship
 - Acknowledges cultural differences
 - Meets the needs of staff

Does Not Meet Expectations

Meets Expectations

Comments:

Item 5) Provides Effective Feedback:

- a) Provides effective feedback with respect and sensitivity
- b) Feedback is concrete and specific
- c) Feedback is given in a culturally competent manner

Does Not Meet Expectations

Meets Expectations

Comments:

Total Check marks for “does not meet” and “meets expectations” (must meet expectations on 4 out of 5 items to score “complete” on this competency):

Total Does Not Meet Expectations

Total Meets Expectations

Additional Comments including areas where supervisor exceeded expectations or demonstrated the need for improvement:

Action plan, recommendations, areas of need and growth (even if the supervisor “meets expectations”), development plan to address needs related to this competency:

Competency C: Leadership

Instructions:

Each of the items in this section represents a key aspect of leadership and describes someone who leads competently. If any aspect of an item is missing, then the supervisor has not achieved competence in that item.

For example with **Item 4) Delegates Responsibility**- In order to “meet expectations,” the supervisor must exhibit all three aspects of delegates responsibility:

- a) Comfortably delegates responsibilities, tasks and decisions;
- b) Appropriately trusts others to perform;
- c) Provides support without removing responsibility.

If the supervisor does not exhibit all of those three aspects of **Delegates Responsibility**, then a score of 0 or “does not meet expectations” must be given for that item.

In order to pass the Leadership Competency **overall**, the supervisor must meet or exceed expectations in 4 out of 6 of these items.

Look for bolded phrases and sentences in each item for clues as to the key aspects of an item that must be present for the supervisor to “meet expectations.”

Item 1) Team Leadership:

Communicates a vision and inspires motivation:

- a) Engages with others in a team process to solve problems
- b) Can articulate how management style impacts staff productivity and development
- c) Modifies leadership style to meet situational requirements
- d) Stays focused on major goals while managing within a context of multiple directives

Does Not Meet Expectations

Meets Expectations

Comments:

Item 2) Facilitates Change:

- a) Encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities
- b) Facilitates implementation and acceptance of change within the workplace (e.g. sharing the reason for change to help workers understand, helping staff see the benefits of the change).

Does Not Meet Expectations

Meets Expectations

Comments:

Item 3) Decision Making:

Uses critical thinking skills noted above (i.e., identifies and understands issues, problems and opportunities; compares data from different sources to draw conclusions; uses effective approaches for choosing a course of action or developing appropriate solutions) and

- a) takes action that is consistent with available facts, constraints and probable consequences.

Does Not Meet Expectations

Meets Expectations

Comments:

Item 4) Delegating Responsibility:

- a) Comfortably delegates responsibilities, tasks and decisions
- b) Appropriately trusts others to perform
- c) Provides support without removing responsibility.

Does Not Meet Expectations

Meets Expectations

Comments:

Item 5) High Ethics and Builds Trust:

- a) Models high ethical standards
- b) Handles confidential information in a trustworthy way
- c) Follows through on commitments
- d) Manages personal values
- e) Interacts with others in a way that gives them confidence in one's motives and representations and those of the organization.

Does Not Meet Expectations

Meets Expectations

Comments:

Item 6) Stress Tolerance:

- a) Maintains stable performance under pressure or opposition (such as time pressure or job ambiguity)
- b) Handles stress in a manner that is acceptable to others and the organization
- c) Adapts well to circumstances
- d) Reacts constructively to setbacks
- e) Demonstrates composure in high pressure situations

Does Not Meet Expectations

Meets Expectations

Comments:

Total Check marks for “does not meet” and “meets expectations” (must meet expectations on 4 out of 6 items to score “complete” on this competency):

Total Does Not Meet Expectations

Total Meets Expectations

Additional Comments including areas where supervisor exceeded expectations or demonstrated the need for improvement:

Action plan, recommendations, areas of need and growth (even if the supervisor “meets expectations”), development plan to address needs related to this competency:

Competency D: Guidance and Development of Staff

Instructions:

Each of the items in this section represents a key aspect of guidance and development of staff and describes someone who guides and develops staff competently. If any aspect of an item is missing, then the supervisor has not achieved competence in that item.

For example with **Item 3) Client Focus**- In order to “meet expectations,” the supervisor must exhibit all three aspects of client focus-

- a) Makes clients and their needs a primary focus of one’s actions
- b) Develops and sustains productive relationships with internal and external clients including one’s own staff
- c) Gains trust and respect

If the supervisor does not exhibit all of those three aspects of **Client Focus**, then a score of 0 or “does not meet expectations” must be given for that item.

In order to pass the Guidance and Development of Staff Competency **overall**, the supervisor must meet or exceed expectations in 5 out of 7 of these items.

Look for bolded phrases and sentences in each item for clues as to the key aspects of an item that must be present for the supervisor to “meet expectations.”

Item 1) Guiding and Developing Staff:

- a) Focuses and guides others in accomplishing work objectives
- b) Sets clear expectations and objectives
- c) Supports staff in meeting those expectations (e.g., successfully finds resources, training, tools, etc. to support staff needs; work with staff to create developmental opportunities to expand knowledge and skill levels and helps in career development)
- d) Holds them accountable for achieving results

Does Not Meet Expectations

Meets Expectations

Comments:

Item 2) Organizational Ability:

- a) Shows ability to plan, schedule, direct work of self and others
- b) Balances task requirements and individual abilities
- c) Organizes materials to accomplish tasks
- d) Sets challenging yet achievable goals for self and others,
- e) Sets work schedules and caseload standards appropriately

Does Not Meet Expectations

Meets Expectations

Comments:

Item 3) Client Focus:

- a) Makes clients and their needs a primary focus of one's actions
- b) Develops and sustains productive relationships with internal and external clients including one's own staff
- c) Gains trust and respect of staff and clients

Does Not Meet Expectations

Meets Expectations

Comments:

Item 4) Coaching:

- a) Provides timely guidance to help others strengthen specific knowledge and skill areas needed to enhance and improve accomplishment of tasks or solving of problems.

Does Not Meet Expectations

Meets Expectations

Comments:

Item 5) Monitors Staff Emotions and Needs:

- a) Monitors the feelings of staff
- b) Recognizes and addresses burnout and secondary traumatic stress
- c) Intervenes when staff emotional responses or judgment interfere with the work with clients (this will likely take place in conversations between supervisors and District Directors/Field Managers)

Does Not Meet Expectations

Meets Expectations

Comments:

Item 6) Collaboration:

- a) Identifies and utilizes available community resources (e.g. among other stakeholders and organizations)
- b) Understands and appreciates different views and perspectives of partners (e.g. in courts, mental health agencies) in helping clients
- c) Participates in work groups and activities to improve program functioning
- d) Supports coworkers
- e) Relates effectively with administration

Does Not Meet Expectations

Meets Expectations

Comments:

Item 7) Builds Teamwork and Manages Conflict:

- a) Builds effective relationships, avoids favoritism, and is sensitive
- b) Has clear professional boundaries
- c) Acknowledges staff accomplishments
- d) Engages the entire team in supporting and praising colleagues for a job well done
- e) Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people
- f) is able to size up situations quickly
- g) is able to identify common interests and facilitate conflict resolution

Does Not Meet Expectations

Meets Expectations

Comments:

Total Check marks for “does not meet” and “meets expectations” (must meet expectations on 5 out of 7 items to score “complete” on this competency):

Total Does Not Meet Expectations

Total Meets Expectations

Additional Comments including areas where supervisor exceeded expectations or demonstrated the need for improvement:

Action plan, recommendations, areas of need and growth (even if the supervisor “meets expectations”), development plan to address needs related to this competency:

Score for Each Competency:

(does not meet expectations; meets expectations)

- Critical Thinking
- Communication
- Leadership
- Guidance and Development of Staff

Overall Score: All competencies above must be scored as meets expectations in order for the overall score to be rated Meets Standards.

Does Not Meet Expectations

Meets Expectations

Detailed comments and specific feedback for follow up, action plans, development plan, and/or referral to mentoring program for scores of “does not meet expectations”: (this can be completed even if the supervisor earns a score of “meets expectations”)

Supervisor Name:

Supervisor’s User ID:

Number of years/months in Supervisor position:

Assigned Work Location:

Date FOA initiated:

Date FOA completed:

District Director/Field Manager Signature

Deputy Director/Program Administrator

Supervisor Signature