

PREVENTION FIRST 



PROFESSIONAL DEVELOPMENT RESOURCE GUIDE

SUP SUPERVISOR SERIES

SUP Supervisor Series Resource Guide

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PREVENTION FIRST

Prevention First is a nonprofit founded in 1980. We engage with local communities to promote healthy behaviors and prevent substance misuse. We believe that together we can proactively and effectively support the health and well-being of our kids and our communities.

Our Three Focus Areas:

Advise – We work with organizations that actively promote healthy behaviors so they can be effective in their missions.

Amplify – Through training and education, we equip prevention professionals with the skills and confidence to best support their communities.

Advocate – We actively address areas of need through public awareness campaigns, resource centers, special initiatives, and events.

Our Ongoing Initiatives:

- Alcohol Policy Resource Center
- Cannabis Policy Resource Center
- Conference/Event Planning
- Illinois Department of Corrections CADC Training Program
- Leadership Center
- Public Awareness Campaigns
- Reimagine Youth Development Training and Technical Assistance
- Teen Pregnancy Prevention Education Program
- Tobacco Enforcement Program
- Substance Use Prevention Training and Technical Assistance
- Substance Use Treatment and Recovery Training and Technical Assistance
- Youth Prevention Resource Center

OUR VISION

Prevention First is the leading organization for knowledge-building and the dissemination of evidence-based prevention strategies. We believe that evidence-based approaches are the most effective paths to building communities and proactively support health and well-being.

OUR MISSION

Prevention First advances efforts to promote healthy behaviors and prevent substance misuse in every community through a variety of evidence-based and collaborative approaches, including training, support, and public awareness.

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WELCOME

The SUP Supervisor Resource Guide is a comprehensive reference for managers overseeing prevention staff and managing the IDHS SUPR Substance Use Prevention Program grant. This guide provides essential tools and strategies to enhance supervisory skills and program support.

Within this resource guide, you will find detailed sections covering:

Making the Right Hiring Decision: Learn how to identify critical skills necessary for prevention specialists and gain insights into the hiring process. This includes crafting effective job descriptions, recruiting suitable candidates, conducting interviews, and making informed hiring decisions.

Providing Program Support to Your Prevention Staff: Discover strategies for supporting your prevention staff, such as setting clear expectations, fostering professional development, assisting with program planning and implementation, and leveraging available resources.

Developing Effective Supervisory Skills: Understand the qualities of an effective supervisor and explore methods for delivering impactful supervision. This includes adapting your management style to provide coaching and other support to your prevention staff, building strong relationships with staff, encouraging growth, maintaining engagement, and conducting performance evaluations. Additional tips for balancing your workload are also included.

This guide is a valuable tool for enhancing your supervisory capabilities and ensuring the success of your prevention programs.

Visit www.prevention.org to view additional resources and information regarding current training opportunities. For more information about technical assistance or our services, please contact providerservices@prevention.org or call 312.909.9768.

Benefits of Supporting Staff

Part of building a successful prevention organization involves employing skilled, knowledgeable, committed, and community-oriented prevention staff. To do that, organizations need to ensure that their managers properly support employees.

Creating a supportive workplace culture offers many benefits for staff, managers, and organizations:

- Improved staff retention, reduced staff turnover, and lower recruitment costs (time and money).
- Increased productivity due to lower employee absenteeism.
- More employee creativity and innovation, resulting in enhanced prevention services.
- Strengthened organizational reputation among community stakeholders and potential employees, creating strong relationships and more funding opportunities.
- Enhanced organizational competency because of skilled employees driving overall effectiveness.

WHAT IS SUPPORT?

Supporting staff means providing them with the right training, backing them up, rewarding them for their work, supervising them properly and regularly, keeping their morale high, and making sure they have whatever they need to do their jobs successfully.



**MAKING THE
RIGHT HIRING
DECISION**

Introduction

“Great vision without
great people is
irrelevant.”
– Jim Collins, *Good to
Great*



Staff selection is an essential first step to ensure high-quality implementation of evidence-based prevention programs and practices. Managers who are aware of prevention staff’s impact on direct services can select employees with the necessary ability and skills to be effective prevention specialists.

Prevention Specialist Job Analysis

Prevention specialists will need diverse knowledge, skills, and abilities to plan and implement various evidence-based programs in their communities. When hiring prevention staff, managers first have to define the prevention specialist role by completing a job analysis. This process includes gathering and examining data about a prevention specialist's tasks and the required skills and knowledge for success.

As part of a prevention specialist job analysis, consider interviewing employees and supervisors to determine what tasks are being performed and observing how existing employees perform them.

Steps you can follow to guide you through this process include:

1. **Review grant deliverables** to help you analyze the specific prevention strategies staff will implement and identify the tasks involved.
2. **Consider prevention specialist performance domains** to help you look at the prevention specialist role and function broadly.
3. **Identify general skills and characteristics** to help you identify additional responsibilities and tasks integral to the role.

Review Grant Deliverables

The first resource to explore is the grant deliverables specified in your Uniform Grant Agreement (UGA). The grant deliverables identify the prevention strategies the person you hire will be responsible for implementing and the specific performance measures and standards set forth for each strategy.

As you review each deliverable, consider the tasks associated with execution (i.e., what will your staff person need to do to execute each strategy?). Each strategy will have specific tasks associated with it; by defining these tasks, you will clearly understand what the prevention specialist role involves. Defining the tasks will help you during the hiring process and allow you to communicate the role clearly to potential candidates.

For example, tasks associated with delivering Youth Prevention Education include:

- Fostering school relationships.
- Facilitating YPE evidence-based curriculum with fidelity and following SUPP standards.
- Building rapport with youth.

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- Maintaining proper records.
- Conducting process evaluation.

Consider Prevention Specialist Performance Domains

The IC&RC (International Certification and Reciprocity Consortium) conducted the Prevention Specialist Role Delineation Study in 2013, identifying performance domains and related tasks for the prevention specialist. This can be another resource to consider as you develop your organization's prevention specialist job description.

The study identified key skills and knowledge common among effective substance use prevention specialists, and managers should consider these qualities when making hiring decisions.

The skills and knowledge are concentrated in six crucial areas: planning and evaluation, prevention education and service delivery, communication, community organization, public policy and environmental change, and professional growth and responsibility. The domains and associated tasks outlined are not strategy-specific but more of a broad representation of the prevention specialist role.

Domain 1: Planning and Evaluation

Tasks in this domain include but are not limited to:

- Identify existing resources available to address the community needs.
- Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.
- Evaluate activities and identify opportunities to improve outcomes.
- Prepare and maintain reports, records, and documents pertaining to funding sources.

Domain 2: Prevention Education and Service Delivery

Tasks in this domain include but are not limited to:

- Coordinate prevention activities.
- Implement prevention education and skill development activities appropriate for the target audience.
- Maintain program fidelity when implementing evidence-based practices.
- Serve as a resource to community members and organizations regarding prevention strategies and best practices.

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Domain 3: Communication

Tasks in this domain include but are not limited to:

- Promote programs, services, and activities and maintain good public relations.
- Participate in public awareness campaigns and health promotion projects across the continuum of care.
- Employ effective facilitation skills.
- Communicate effectively with various audiences.

Domain 4: Community Organization

Tasks in this domain include but are not limited to:

- Identify a diverse group of stakeholders to include in prevention programming activities.
- Collaborate with stakeholders when planning, implementing, and evaluating prevention activities to build community ownership of prevention programs.
- Participate in creating and sustaining community-based coalitions.
- Develop strategic alliances with other service providers within the community.

Domain 5: Public Policy and Environmental Change

Tasks in this domain include but are not limited to:

- Participate in enforcement initiatives to affect environmental change.
- Use media strategies to support policy change efforts in the community.
- Collaborate with various community groups to develop and strengthen effective policies.
- Advocate to bring about policy and/or environmental change.

Domain 6: Professional Growth and Responsibility

Tasks in this domain include but are not limited to:

- Demonstrate knowledge of current prevention theory and practice.
- Adhere to all legal, professional, and ethical principles.
- Demonstrate cultural responsiveness as a prevention professional.
- Advocate for healthy and safe communities.



IC&RC Domains and Tasks

Visit [Prevention First](#) to register and attend the *Illinois Introduction to Substance Use Prevention (IISUP) III: A Framework for Prevention* training for a comprehensive list of tasks and information on the domains. Visit the [Illinois Certification Board, Inc.](#) for details on IC&RC domains and certification requirements.

Identify General Skills and Characteristics

In addition to specific programmatic skills and knowledge, you will need to think about general and administrative skills required to perform the job, for example:

- Ability to prioritize and multitask.
- Ability to manage time and project timelines.
- Literacy in relevant computer software and technology (e.g., Microsoft Office including Word, Excel, and Outlook).
- Ability to keep work organized.
- Ability to work with various people (e.g., youth, stakeholders)
- Ability to work independently and as part of a team with minimal supervision.
- Ability to work evenings and weekends, as necessary.

Coachability

Another important characteristic to consider when evaluating potential candidates is their level of coachability. **Coachability** refers to a candidate's willingness and ability to learn, adapt, and apply new knowledge and skills based on feedback. A coachable candidate is open to constructive criticism, eager to improve, and demonstrates a positive attitude toward ongoing learning. Hiring coachable employees is especially beneficial because it increases the likelihood that any training, coaching, or supervision will translate into improved performance and long-term success in their role. Coachable individuals are more likely to grow with the organization, enhancing their ability to meet job demands and adapt to changing circumstances.

Transferable Skills

It's important to consider whether potential candidates possess other qualities that can contribute to their success, particularly in roles focused on community engagement and youth-oriented services. For example, candidates who are outgoing and comfortable with public speaking may be more effective in outreach and educational efforts. Being at ease when communicating with groups, whether in schools or community settings, can significantly impact the effectiveness of prevention programs.

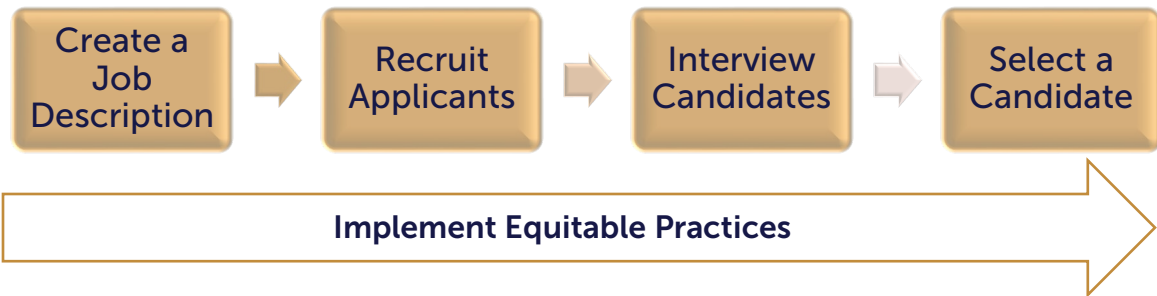
Passion for Prevention Work

A genuine desire to work with youth is critical for positions that involve mentoring, educating, or guiding young people. Candidates who are passionate about making a positive impact on the lives of young individuals are more likely to build meaningful relationships and foster trust, which are essential for successful prevention initiatives. Therefore, in addition to technical skills and experience, these interpersonal and motivational traits should be prioritized during the hiring process to ensure the candidate is well-suited for the unique demands of the role.

The Hiring Process

Creating and sticking to a hiring process that aims to bring in high-quality employees committed to the organization's success and mission will lead to better direct services and strengthen the reputation and long-term success of prevention programs. Additionally, ensuring that the recruitment process is fair and inclusive for all candidates is crucial.

Suggested steps to include in the hiring process include:



Implementing Equitable Recruitment Practices

Equitable recruitment practices are essential because they promote diversity, reduce bias, and ensure that all candidates have a fair opportunity, leading to a more inclusive and effective workforce. A prevention organization can implement equitable recruitment practices by:


- Using inclusive job descriptions.
- Eliminating unnecessary qualifications that may exclude diverse candidates (e.g., requiring a college degree when experience may suffice).
- Promoting job openings on platforms that reach underrepresented groups.
- Providing paid internships to provide opportunities for individuals who cannot afford to work without pay.
- Creating clear, bias-free hiring processes, such as training staff on unconscious bias, to ensure a fair evaluation of all candidates.



Diverse Recruitment

Expand your candidate search by visiting the University of Illinois at Chicago [Diversity Recruitment page](#). This resource provides links to organizations and groups representing diverse populations.

Additionally, the organization would benefit from prioritizing the implementation of CLAS (Culturally and Linguistically Appropriate Services) standards, which cover not only workforce development but also governance and leadership practices. While building a workforce that reflects the community is important, CLAS goes beyond



Culturally and Linguistically Appropriate Services (CLAS)

CLAS standards are a set of guidelines created to ensure that organizations provide equitable, respectful, and effective services that meet the cultural and language needs of diverse populations. Visit thinkculturalhealth.hhs.gov/clas/ to learn more.

recruitment by fostering inclusive practices across all levels of the organization, ensuring that services are accessible, culturally responsive, and equitable for all. These standards are crucial because they ensure that staff reflect the cultural diversity of the communities they serve, help eliminate biases, improve

communication, and create a more welcoming and supportive environment for employees and clients. Ultimately, this enhances the organization’s effectiveness and promotes equity in the delivery of services.

Create a Job Description

It is critical to have a written job description for prevention specialists. A good job description performs several important functions and can serve as a foundation for developing interview questions, new employee orientation components, and a professional development plan specific to the job's needs.

A job description should be clear and concise, describing the essential skills and competencies needed to perform the role and defining its place within the company.

Key Elements of a Job Description

The key elements of a well-written job description include:

- Job or position title.
- Department in the organization where the position exists.
- Reporting structure for the position, up or down, as applicable.
- Company information (how long it has existed, mission).

Creating a job description involves reviewing the detailed tasks and responsibilities that you identified in the job analysis and defining which tasks are considered essential functions and which are marginal functions. Essential functions are tasks that are truly necessary or required to perform the job. These are the job duties that should be detailed within the job description.

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- Summary of the position and its overarching responsibility, function, or role in the organization.
- List of the position's essential duties.
- Specific knowledge, skills, work history, or other experiences, training, language, or aptitudes required for the job.
- Educational requirements for the job, such as degrees and industry-specific certifications.
- Qualities or attributes that contribute to superior performance in the position.
- Equal Opportunity Employer (EOE) statement that reflects your organization's specific values and commitments.

Job descriptions should also include a disclaimer that indicates they do not cover every duty required of the employee. Duties and responsibilities may change, or new ones may be assigned at any time without notice.

When creating a job description, it can be useful to ask other prevention managers if they have any job descriptions they can share as examples. Additionally, you can look at job descriptions for prevention specialists on job websites like Indeed, Glassdoor, or Idealist to see how other organizations outline the role, including the tasks, skills, and knowledge required. This can help guide you in creating a clear and effective job description.

If your organization already has a prevention specialist job description, review it regularly to ensure it stays up-to-date and accurately reflects the specialist's tasks and responsibilities. Some organizations conduct reviews on a schedule, while others do so only when a position becomes available or when grant requirements change.

Crafting an Inclusive Job Description

Starting with an inclusive job description helps create a welcoming environment for potential candidates. You can achieve this by:

- Avoiding gendered language.
- Emphasizing your organization's commitment to diversity.
- Clearly stating your organization's values.

These actions signal to applicants that your organization is committed to equitable practices.

Determining Job Compensation

Offering a salary that aligns with the job's responsibilities, the candidate's experience, and the local cost of living is essential to attract and retain top talent. Competitive compensation ensures that your organization remains appealing to qualified candidates while encouraging long-term employee retention.

Including a salary range in job descriptions offers several benefits. It helps attract candidates who are a good fit by aligning salary expectations. This transparency fosters trust and reflects a commitment to fairness while also supporting pay equity by ensuring compensation is based on qualifications, not negotiation. Additionally, it saves time by filtering out candidates who are under or overqualified. Salary disclosure is legally required in some regions, further emphasizing its importance in building an efficient and equitable hiring process.

Prevention program supervisors might find the **Annual SUPP Prevention Professional Profile Report workforce development question responses** useful for determining an attractive compensation package. This report is available on Groupsite.

In addition to salary, there are several key factors to consider when determining overall job compensation to include in the job description, such as:

- **Benefits:** Health insurance, retirement plans.
- **Bonuses:** Performance incentives.
- **Paid Time Off (PTO):** Vacation, sick and parental leave.
- **Professional Development:** Training, tuition reimbursement.
- **Workplace Flexibility:** Remote work, flexible hours.
- **Wellness Programs:** On-site gyms, mental health support.
- **Career Advancement Opportunities:** Clear career paths.
- **Company Culture:** Positive, inclusive work environment.

Considering these elements, along with salary, enhances overall compensation and can improve employee attraction and retention.



Appendix Resources

- Job Description Template
-

Recruit Applicants

The recruitment process has three essential components: writing an effective job posting, selecting the recruitment method, and screening applicants.

Writing the Job Posting

Once you've created a job description for the position, you can use it to craft a compelling job posting that both attracts candidates and clearly explains what you're looking for. The posting should describe the position and showcase your organization's brand.

The job posting should include the following:

- Information about your company, such as its background, awards, projects, and other interesting details.
- A summary of the open position, with an overview of the role and the top five essential duties from the job description.
- Information about pay, benefits, and how to apply.
- Your organization's Equal Opportunity Employment statement.

This approach helps candidates understand the Prevention Specialist role and get excited about your organization.

Selecting a Recruitment Method

There are several options to consider when deciding which method(s) you will use to advertise your job posting.

- **Recruiting agencies.** Some larger companies utilize talent management or recruitment agencies, which can be costly.
- **Company platforms.** Most companies add their job posting to their company website, as well as their social networking sites and LinkedIn.
- **Professional organizations.** Professional organizations or social networking groups relevant to your field or open positions might be willing to allow you to post or share information about your available job. For example, CADCA has a [prevention job board](#), and there is a Job Vacancies discussion thread on [Groupsite](#) where prevention providers are encouraged to post open positions.
- **Traditional advertising.** Traditional means of recruiting include posting ads in the newspaper or online like at Indeed.com or CareerBuilder. Recruiting via online job sites is one of the primary candidate-sourcing strategies today.

Supervisors are encouraged to sign up for Groupsite to view communication, connect with others, and review networking conversations. It is suggested that you monitor your account once per week, as Groupsite is the primary tool for IDHS SUPR communication.

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- **Employee referral program.** An employee referral program is a recruitment strategy where current employees recommend qualified candidates for open positions, often offering incentives or bonuses for successful hires. It leverages employees' networks to attract talent, potentially reducing hiring costs and time.

Screening Applicants

When resumes start coming in, you will want to use the job description to screen the resumes for knowledge, skills, and abilities. Don't just look at job titles of past positions, as this can be deceiving. It's important to read the job descriptions and duties a candidate includes on their resume. You will want to look for a solid work history, transferable skills, accomplishments, and any hints that the candidate would fit into your company culture.

Interview Candidates

Candidate interviews are a critical part of the hiring process, requiring careful planning to ensure an effective selection. Key interview components include:

1. **Interview structure.** Decide how many interviews will be conducted and outline each stage.
2. **Pre-screening.** Determine if a pre-screening step is necessary to assess initial qualifications, and if so, whether it will be done by phone or video.
3. **Interview format.** Choose whether the main interviews will be in-person or virtual, depending on your organization's needs and the candidate's location. Additionally, determine whether the interviews will follow a one-on-one format or involve a panel of interviewers.
4. **Logistics.** Plan how and where interviews will take place—consider office settings for in-person interviews or the appropriate platform for virtual ones.
5. **Scheduling.** Decide on the timing and spacing between interviews to ensure a smooth process while allowing for adequate evaluation time between rounds.
6. **Participants.** Decide who will conduct interviews, typically HR and the hiring supervisor, with the possible inclusion of higher-level managers depending on the organization's size and dynamics.
7. **Preparation.** Review the job description, identify key qualifications, and develop targeted questions to assess a candidate's fit for the role.

By carefully planning and considering these components, the interview process becomes more structured, fair, and effective in identifying the best candidate for the role.

INTERVIEW QUESTIONS

Many experts believe it is best to ask open-ended questions because they encourage candidates to provide longer answers and expound on their knowledge, strengths, and job experiences.

Open-ended questions tend to ask the candidate to “tell them about...” or “describe a time...” or provide specific examples. This can also help give some insight into a candidate’s personality.

A few examples include:

- Tell me about your past work experience.
- What are you looking to gain from your next position?
- How do you see your skills fitting with the position described in the job posting?
- Tell me about a time you were successful in completing a project.
- Describe a recent challenge or obstacle you experienced and how you overcame it.

Employers need to understand that there are federal and state rules against asking certain questions during job interviews. Interviewers should know which questions and statements to avoid, such as those that could imply a job contract, guarantee job security, or lead to discrimination. Specifically, avoid any questions related to age, sex, sexual orientation, race, color, national origin, religion, genetics, or disabilities.

Conducting the Interview

Interviews should be more conversational as it is a mutual exchange of information. Additionally, it is suggested that interviewers:

- Ask each candidate the same questions.
- Take notes during the interview.
- Always offer the candidate the opportunity to ask questions.
- Explain the next steps in the process and when a decision will be made.



Appendix Resource

- Sample Job Interview Questions
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Select a Candidate

There are many things to consider when making a hiring decision. The two biggest factors are whether the candidate has the right skills and experience required for the job and how well they fit in with the team and your organization's culture.

Ensuring the Right Skills and Experience

When determining if a candidate has the right skills and experience, it will be helpful to compare their qualifications with the prevention specialist job description you created to see how well they match. You should also consider their potential, how much training they will need, and how quickly they can work independently.

When choosing between qualified candidates, **it can be helpful to create a checklist of all the skills, experience, and personal attributes that you feel a successful candidate will possess.** Then use this checklist to evaluate how well each candidate meets your expectations.

Ensuring the Right Fit with Organizational Culture

The necessary skills or experience are not the only factors in hiring a successful employee. Interviewers are also looking for candidates who will fit well with the corporate culture and the teams in which they will work.

For example:

- They can communicate and collaborate with others in a professional and friendly manner.
- Their beliefs align with your values and the communities your organization serves.
- They demonstrate during the interview process that they are ambitious, interested in the position, and desire to be effective.

Interviewers should meet with others involved in the interview process or the key decision-makers to debrief and share their thoughts and observations of each candidate. Decision-makers should reach an agreement before a formal job offer is made. Who you choose to hire can make a big difference in the success of your organization.

Conducting Background Checks

Once a candidate is selected, the final step is conducting a background check. Background checks are recommended for all program staff with the potential for one-on-one contact with children and youth. **IDHS SUPR Substance Use Prevention Programs must have a written protocol on file requiring background checks and evidence of their completion.**

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A solid background screening program helps managers uphold quality hiring practices and minimize risk. Key benefits of conducting background checks include:

- **Improved quality of hire.** Verifying employment history, education, certifications, criminal records, and work eligibility helps avoid future risks and reduces hiring costs.
- **Enhanced safety and security.** Thorough background checks help mitigate risks related to fraud, negligence, theft, drug use, violence, and abuse, protecting both the youth served and the organization from legal and reputational harm.
- **Lower employee turnover.** Background checks provide insight into a candidate's integrity, helping to filter out individuals with a history of harmful or negligent behavior, leading to more reliable hires.



**PROVIDING
PROGRAM
SUPPORT TO
YOUR
PREVENTION
STAFF**

Introduction

Staff support goes beyond supervision. It can occur in various ways, such as supporting and encouraging professional development, ensuring expectations are communicated and understood, and ensuring staff have the support and resources to perform their jobs successfully.

Providing proper support to staff builds a solid foundation for maintaining a successful organization.



Developing a staff support structure will allow managers to foster the growth of prevention staff and offer ongoing feedback and communication opportunities. When your staff feel supported, they are more likely to work better and more efficiently, care more about their jobs, and want to do their best because the organization treats them well.

Communicate Expectations

Managers often make incorrect assumptions that employees have all the information about what needs to be done without being explicitly told how things should be done. If asked, employees may give managers a completely different picture of what is expected of them. Because of this disconnect, the employee may fail to deliver the expected results, which could lead to resentment and frustration on the part of both the manager and the employee.

Managers must get all prevention staff on the same page and clearly set expectations from the beginning and on an ongoing basis.

When managers communicate clear expectations, staff members will understand grant goals and requirements, the organizational vision, policies, procedures, preferences, rules, and attitudes. This will allow staff to make informed decisions as they perform their job responsibilities.

Tips for Communicating Expectations

According to Maggie Wool, MBA, here are some key tips for effectively communicating employee expectations and ensuring alignment across your team.

1. **Explain the Why:** Always provide a clear reason behind the expectations to motivate employees.
2. **Be Clear and Use SMART Goals:** Make expectations specific, measurable, attainable, relevant, and time-bound to avoid confusion.
3. **Encourage Questions:** Allow employees to ask questions to ensure everyone is aligned and fully understands the expectations.
4. **Seek Feedback:** Ask employees for input on the expectations to gauge if they are reasonable or need adjustments.
5. **Document Expectations:** Keep a written record of expectations so employees can refer back to them and ensure accountability.

Conduct an Organizational Orientation

Conducting an organizational orientation lays the foundation for the new employee's role within the organization and helps him or her feel more comfortable. Usually this is done as part of a new employee orientation on the staff member's first day.

Organizational Structure

This orientation component could include reviewing the organization chart and discussing how the new employee fits into the agency, as well as reviewing the organization’s mission and values.

Organizational Policy and Procedures

Examples include job schedules and hours, payroll timing, how to complete timesheets, procedures for requesting time off, overtime policy, meeting schedule, ethical business practice policy, and procedures for business expenses.

Prevention Specialist Job Description

This component involves reviewing job responsibilities and performance expectations. Employees should receive a copy of their job description, and both manager and employee should review and sign it. During this time, managers can review the compensation package in more detail, discuss the reporting structure, and discuss preferred communication methods.

This also would be a good time to update employee information in the Prevention Hub. IDHS Division of Substance Use Prevention and Recovery (SUPR) requires all new SUPP grantees to update their contact details.

Review Grant Requirements

Managers should review grant deliverables, measures, standards, and reporting requirements with staff to communicate expectations clearly and ensure they understand what they are held accountable for and required to report on.

UGA Exhibits – A, B, and D

The UGA Exhibits are attachments to the UGA that describe your grant’s specific services and reporting requirements. Program staff should become familiar with Exhibits A, B, and D, as these outline the services for which they are accountable.

Discuss the following UGA Exhibits with your staff and ensure that they know where to locate them for reference:

- Exhibit A: Project Description
- Exhibit B: Deliverables or Milestones
- Exhibit D: Performance Measures and Standards

The Uniform Grant Agreement (UGA)

The UGA is the contract between IDHS SUPR and each grantee. It contains the expectations and requirements of all IDHS SUPR grantees.

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Prevention Hub

Help staff sign into the **Prevention Hub** using your agency log-in information and provide an overview of the site's features. The Prevention Hub is a web-based reporting system grantees use to report to the state. New staff can also review the Youth Prevention Education and Communication Campaigns standards on the Prevention Hub site. A Prevention Hub Orientation online, self-paced training is available on Prevention First's website and consists of a series of modules that review the features of the Prevention Hub and provide an overview of required reporting components.

Reporting Requirements

Grantees are required to submit information to IDHS SUPR about the services they provide. This data is used to meet state and federal reporting requirements and can also be valuable to prevention providers for evaluating their processes and enhancing services.

The data required by IDHS, and other implementation data, can provide a wealth of information. Managers should assist prevention staff in summarizing and using data for decisions around program planning, improvement, and changes. Managers can also help staff analyze and share data with community stakeholders, institutions, and representatives for planning and evaluation purposes.

Reviewing and discussing the following reporting requirements with your staff will be important.

QUARTERLY REPORTING

Grantees are required to report the unduplicated population served by age, gender, race, and ethnicity and the time allocated to prevention services quarterly by the established deadlines. Quarterly reports are generated from the service tracking data that grantees enter in the Prevention Hub.

ANNUAL REPORT

Grantees are required to report on the implementation of all programs in their approved application annually using the SUPP-required forms by the established deadlines via the Prevention Hub.

Note: Additional reports may be required by IDHS SUPR.

DOCUMENTATION

Grantees must maintain documentation related to the delivery of services that verifies information shared in reports established by IDHS SUPR Bureau of Prevention Services. For example:

- Verification of service delivery (e.g., sign-in sheets/rosters, agendas)
- Linkage agreements or sub-contracts
- Certificates for mandatory training, meetings, and professional development
- Brochures, flyers, and other promotional or printed materials developed
- Agency’s organizational chart, policy manual, and budget

This list is not inclusive; you may be asked to provide additional information.

Managers should ensure staff maintain required program documentation by setting expectations and policies and periodically verifying that documentation is collected and maintained according to agency expectations.



SUPP Required Documents Due Dates

You can access a calendar that outlines the due dates for SUPP Required Documents on the [Prevention First website](#).

Documentation of program implementation and fiscal records should be kept for a minimum of 5 years.

Identify Training Requirements

The IDHS SUPR Bureau of Prevention is dedicated to offering training and technical assistance to help grantees use evidence-based substance use prevention strategies. Specific training programs are required to ensure grantees have the necessary knowledge and skills..

Staff members delivering prevention services are required to attend regular meetings and receive regular training, consultation, and technical assistance. The training requirements are updated annually and posted on Prevention First’s website.

Illinois Introduction to Substance Use Prevention (IISUP)

If you haven’t already completed the Illinois Introduction to Substance Use Prevention (IISUP) series of courses, it is recommended that you take advantage of the opportunity provided by Prevention First. Managers who can talk knowledgeably about training content are viewed by staff as a valuable resource and can better influence and motivate employees to make the most of the training experience.

SUP SUPERVISOR SERIES RESOURCE GUIDE

The IISUP series contains three courses: two online courses (IISUP I: Welcome to Prevention, IISUP II: SUP System Overview) and one virtual classroom course (IISUP III: A Framework for Prevention).

Following is an overview of the IISUP series of courses:



Help new staff register for IISUP I Welcome to Prevention ASAP!

It's important to help staff register for the IISUP I: Welcome to Prevention online course as soon as possible after their start date. Prevention First staff uses the registration list for that course to identify who to contact to begin the New SUPP Worker Orientation process. To register for IISUP I and other training courses, visit [Substance Use Prevention Training](#).

IISUP I: WELCOME TO PREVENTION (online)

Description IISUP I introduces the prevention field, including an overview of the need for prevention services, prevention history, the evolution of prevention science, and evidence-based prevention.

Objectives By the end of IISUP I, participants will be able to:

- Define prevention.
- Explain the Continuum of Care.
- Describe how substance misuse is a serious public health problem.
- Explain why teens are vulnerable to substance-related problems.
- Identify the consequence of youth substance use.
- Define substance use disorder.
- Identify credible sources of information and data about substance use and related problems.
- Locate facts about the most commonly used substances.
- Describe substance use rates and trends among U.S. and Illinois youth.
- Explain how drug culture in the United States has changed over time.
- Describe how community-based prevention strategies have evolved.
- Identify the components of prevention best practice.

SUP SUPERVISOR SERIES RESOURCE GUIDE

IISUP II: SUP SYSTEM ORIENTATION (online)

Description This course introduces IDHS Substance Use Prevention Program (SUPP) grantees to the Illinois substance use prevention system. It includes an overview of IDHS and SUPP, the roles and responsibilities of SUPP grantees, and grant reporting and training requirements.

Objectives By the end of IISUP II, participants will be able to:

- Describe where the Substance Use Prevention Program (SUPP) fits within the Illinois Department of Human Services Division of Substance Use Prevention and Recovery.
- Identify the system supports available to grantees.
- Identify the purpose and intent of the Illinois substance use prevention system.
- Describe the main prevention strategies within the substance use prevention system.
- Identify the SUPP requirements for reporting and training.

IISUP III: A FRAMEWORK FOR PREVENTION (2-day virtual classroom)

Description IISUP III introduces IDHS Substance Use Prevention Program (SUPP) grantees to the prevention specialist's role in service delivery. Participants will be introduced to program planning, capacity building, implementation, and evaluation strategies. Participants will also learn about their role in prevention, including exploring ethical issues related to their personal and professional conduct.

Note: Participants must complete IISUP I before registering for IISUP III.

Objectives By the end of IISUP III, participants will be able to:

- Identify the six prevention performance domains.
- Identify the relevant job tasks of prevention specialists based on the prevention performance domains.
- Identify standards of conduct for prevention professionals and apply an Ethical Decision-Making Model to ethical dilemmas.
- Complete a knowledge and skill self-assessment and develop a professional development plan.

Training Policy

Prevention First has created a training policy and a training cancellation protocol to ensure that everyone who attends training registers and adheres to the attendance and cancellation protocol. Managers are encouraged to review the following training policy (also outlined on the Prevention First website) and reinforce it with staff.

To create an environment conducive to learning and to minimize distractions, all training events will start promptly at the time stated in the event confirmation. As such, Prevention First reserves the right to deny entry to any participant who arrives late to a training event. To meet a training requirement and receive a certificate of completion/CEUs for any training event (classroom-based or virtual classroom), the participant must complete the entire course. The training policy is updated annually and posted on Prevention First's website.

Grantees are encouraged to review the Prevention First Training Policy before registering for a course. Participants are also informed about the training policy in their confirmation letter and at every training.

Mandated Reporter Training

Per the Abused and Neglected Child Reporting Act (ANCRA, 325 ILCS 5/4), adults working with children and youth under 18 are mandated reporters for suspected child abuse and neglect. Mandated reporters have the legal responsibility to report suspected child abuse or neglect.

Prevention staff, including managers, should complete the online DCFS Mandated Reporter Training to understand their responsibility related to mandated reporting.

SUPP-funded organizations must review ANCRA and have a written protocol for identifying and reporting suspected incidents of child abuse or neglect.



Hotline: 1-800-25-ABUSE (800-252-2873)

DCFS Website: <https://dcfs.illinois.gov/>

Mandated reporter training:
<https://mr.dcfstraining.org>

Child abuse is the mistreatment of a child under the age of 18 by a parent, caretaker, someone living in their home, or someone who works with or around children. The mistreatment must cause injury or put the child at risk of physical injury. Child abuse can be physical, sexual, or emotional. Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter, or other basics for a child. (NOTE: more information is available on the DCFS website).

New SUPP Worker Orientation

IDHS requires all new SUPP professionals to participate in a New Worker Orientation meeting with Prevention First. This virtual meeting allows new prevention workers to ask questions and receive guidance on training and policies not covered by their supervisor.

During the orientation, Prevention First staff will cover essential training opportunities like IISUP II and III and optional skill-building courses. They will review key resources such as SUPP grantee guidance, model curricula, the SUPP meeting webinar, and the monthly newsletter Prevention Connection for updates on news and events. The staff will also provide a tutorial on navigating the PF Groupsite-SUPP forum for networking and receiving updates from IDHS SUPR.

Please note that this orientation is designed to supplement and support the supervisor's orientation.



Appendix Resource

- New Employee Checklist

Support Professional Development

Becoming a competent prevention specialist is an ongoing process involving training and education combined with practical experience in the field. It will be important for managers to assist staff with:

- Assessing strengths and skills to be developed and creating a professional development plan.
- Ensuring that the knowledge and skills learned in training are applied on the job through support and reinforcement.

Support Skill Development

Improving knowledge, skills, and abilities related to substance use prevention is important for prevention specialists. Managers can support staff with skill development by first having them complete a self-assessment to determine where their strengths lie and what areas need to be developed and then working together to develop a professional development plan, which can be reviewed and modified on an ongoing basis.

A good place to start the self-assessment and professional development plan would be with the key skills and knowledge identified in the previous section of this guide, *Making the Right Hiring Decision*. As a manager, you may add or delete skills to individualize the assessment or professional development plan according to organizational or individual employee needs.

Self-Assessment

Supporting staff with self-assessment is an opportunity to demonstrate investment in their growth by encouraging employees and making them feel comfortable assessing their skills and knowledge. Managers can reinforce that this process is for the employee's personal growth as a prevention specialist and help the manager understand how to support them.

Employees and managers can utilize a self-assessment to:

- Identify individual strengths and weaknesses.
- Provide evidence for needed developmental activities.
- Increase ongoing dialogue between managers and staff.
- Foster continuous improvement.

Professional Development Plan

Once a self-assessment has been completed, managers can help staff create a professional development plan. A professional development plan identifies and prioritizes the skills to be developed (from the assessment) and the professional development activities to be completed to improve each skill. The plan should also include a timeline for completing the activities.



Professional Development Services

Visit the Prevention First [website](#) to learn more about the Professional Development Services provided by our knowledgeable and quality training and technical assistance (TTA) staff.

As part of their professional development plan, employees should be encouraged to seek relevant training, conferences, seminars, and other resources to not only develop their skills but also keep up to date with substance misuse prevention best practices and standards. Attending various learning opportunities will also allow prevention staff to network with other professionals in the field.



Appendix Resources

- Staff Self-Assessment Template
- Professional Development Plan

Provide Support Before and After Training

Managers have an important role in supporting learning, not just training. For prevention staff to succeed in their roles, they will need to apply the knowledge acquired from professional development activities to perform actual job tasks and resolve real problems at the workplace, not just recite theories, quote statistics, and recount case studies. That requires creating a learning culture by encouraging participation in training, assisting staff with developing learning goals, and following up with staff after training to ensure knowledge is applied.

Encourage Training

An organization's investment in prevention staff development is based on the expectation of enhanced skill sets, increased productivity, and the application of new skills to enhance programming. For training to be successful, participants must be committed to learning and acquiring new knowledge and skills. Managers can help staff get the most out of training by ensuring they understand the value of each educational opportunity and participate actively. To maximize the value of training, managers must find ways to motivate employees to succeed.

SUP SUPERVISOR SERIES RESOURCE GUIDE

Following are suggestions for encouraging and motivating staff to attend training:

- Ensure staff have the needed resources (e.g., outline required IDHS SUPR Substance Use Prevention Program trainings with training dates, review the registration process and requirements).
- Help staff prioritize professional development opportunities and build training time into staff schedules.
- Be an example. Program managers are also encouraged to attend training courses. Doing so will increase their effectiveness in supporting prevention staff, aid with decision-making around prevention programming, and build credibility with staff.
- Have a dialogue with staff about what you learned and applied on the job by taking required courses (if you have previously attended required training).
- Ask employees what they are interested in learning and what they believe they need to know to be successful. Help staff identify relevant training opportunities through Prevention First and external training providers. For example, if an employee would like to learn more about using Excel to create data graphs and charts, discuss a plan and encourage them to follow through.
- Add value to training by ensuring that staff attend required training sessions as soon as possible after hiring. This will help create staff confidence and address knowledge gaps from the beginning.
- Ensure your staff has a conducive learning environment by providing them with a quiet space for virtual classroom training and the necessary technical equipment (e.g., a desktop or laptop with audio capability and a headset).

Develop Learning Goals with Staff Before Training

Before training sessions conducted by Prevention First, participants are asked to review the course training objectives and develop a personal learning goal statement for the training. Managers can support staff with setting their personal goals by:

- Reviewing training objectives with employees to set expectations for learning.
- Identifying the knowledge, skills, and abilities they want to acquire during the training.
- Aligning training goals with organizational goals. Studies show a dramatic increase in worker and business performance when an organization effectively sets and closely ties individual employee goals to the company's overall strategy.

Follow-up with Staff After Training

Checking in with staff after training is critical for skill and knowledge application. It's an opportunity for managers to discuss with staff what they learned, what they felt was most valuable, and how they plan to apply what they learned. Following are suggestions for following up after training.

APPLICATION OF TRAINING

After staff return from training, discuss any barriers or challenges they anticipate moving forward and strategies for applying the training concepts to their work. Discuss how they will implement what was learned at the training back on the job. Questions that managers can ask to help staff apply new skills and knowledge include:

- What were some of the key takeaways you learned from training?
- How will you apply what you learned to your work?
- How can I support you in applying what you've learned?
- What tools do you need to apply what you've learned and be successful?
- What questions do you still have?

NETWORKING WITH OTHER PREVENTION SPECIALISTS

Encourage your staff to actively engage with other prevention specialists by using various tools and opportunities designed to foster collaboration, share knowledge, and build a supportive network.

- **PFGroupsite-SUPP (Groupsite).** This platform enables prevention specialists to connect, network, ask questions, share resources, and exchange ideas on implementing prevention activities effectively. Encourage staff to review the [Groupsite Tip Sheet](#) available on the Prevention First Website
- **Networking Events.** These in-person events allow IDHS Substance Use Prevention Program staff to discuss prevention-related topics, exchange experiences, and collaborate on shared goals.
- **Power Hours for Peers.** A virtual meeting space provides an opportunity for a peer-led discussion among SUPS and CSUPS preventionists to share ideas on how to plan and implement prevention strategies and deliverables.



Prevention Networking

Encourage staff to use the [Substance Use Prevention Program Directory](#) available on the Prevention First website to identify prevention providers they may want to collaborate with.

ON THE JOB CHECKLIST

All Prevention First classroom-based training provides participants with an On-the-Job Checklist. The On-the-Job Checklist should be used as an ongoing resource after training to focus on applying the knowledge and skills learned in training on the job.

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Managers can use the checklist to periodically check in with staff, identify strengths, successes, weaknesses, and challenges in applying the concepts, and determine opportunities for further skill building and professional development. Reviewing the On-the-Job Checklist together can also help managers identify whether additional support, such as technical assistance, would be beneficial. If staff seem to be struggling with concepts introduced in training, taking a proactive stance by contacting Prevention First for technical assistance can foster increased skill development.

Technical assistance provided by Prevention First expands professional development beyond training to assist prevention providers in applying what they have learned in their communities.

Support Program Administration

Managers should consider their role in implementing prevention programs and strategies successfully. Program implementation may not be successful unless prevention specialists are well-prepared and well-supported in delivering substance use prevention services.

Following are guidelines that managers can apply to support prevention programs.

Provide Resources

Guide staff to utilize applicable program resources (e.g., the SAMHSA website, YPE model program websites, and fact sheets). If you or your staff need additional assistance or guidance while planning or implementing a strategy, consider requesting technical assistance (TA) from Prevention First.

Prevention First's TA services offer personalized support to help substance use prevention providers overcome challenges, build capacity, and apply evidence-based strategies, reinforcing knowledge gained through training and adapting it to local conditions.

Provide Specific Program Support

Clearly defining responsibilities and tasks associated with specific prevention strategies is important for employee success. You can also offer strategy-specific support and guidance with tasks such as developing action plans, creating meeting agendas, designing presentations, and modeling meeting facilitation or presentation delivery.

Other strategies for supporting specific programs include:

- Introduce staff to program contacts, stakeholders, and school administrators. Attend initial introductory meetings, if possible. Provide support to ongoing collaborations when necessary.
- Ensure linkage agreements or Memorandums of Understanding (MOUs) are updated annually, signed by all parties involved, and available for review (if required for the strategy).
- Schedule regular meetings to discuss progress on strategy planning and implementation and determine whether additional support is required.

- Attend the SUPP Annual Meeting webinar to stay informed about the current program budget and programmatic issues.

Encourage Learning from Peers

Encourage your staff to actively network with other prevention specialists to exchange knowledge, share experiences, and stay informed about the latest field practices in prevention strategies.

Ways to support staff with learning from peers include:

- **Encourage staff to utilize Groupsite.** For instance, staff can use Groupsite to inquire about how others organize and implement National Prevention Week activities. By reaching out to colleagues through this platform, they can learn about various strategies, share insights on successful events, and gather new ideas to enhance their prevention efforts.
- **Promote SUPP Networking Events,** both virtual and in-person, as valuable opportunities for staff to connect with fellow prevention professionals and broaden their understanding of the field. Encourage your staff to attend these events, as they provide a platform for discussing key topics related to substance use prevention, sharing resources, and learning from others' experiences.
- **Encourage job shadowing and peer-to-peer mentoring** to allow less experienced staff to learn from more experienced prevention specialists. Job shadowing and peer-to-peer mentoring

A **mentorship partnership** allows newer prevention staff (mentees) to receive information, advice, and guidance from an experienced prevention specialist (mentor). Usually, this partnership is formed within the organization. However, mentor relationships can be formed between two people from different organizations. It's important that the mentor has a strong desire to help others grow in their jobs and is not a supervisor but a person with whom the employee can communicate freely and honestly without concern about being evaluated.

have served as effective tools in the field of prevention for many years. If there are current or former prevention specialists on staff at your agency, it might be beneficial for new staff to shadow current staff or interview former prevention staff to observe and learn about classroom management techniques and other helpful strategies for meeting the demands of this work. If your agency has only one or a few prevention staff members and they are all fairly new to the field of prevention, find out what other SUPP-funded agencies are close enough to arrange job shadowing, interviews, or peer-to-peer mentoring.

Encourage Program Evaluation

Encourage regular data collection to evaluate the processes and outcomes of prevention programs, allowing staff to assess the effectiveness of their efforts. Review the evaluation data with staff to identify trends and areas for improvement. Use these insights to make evidence-based adjustments to programming, ensuring continuous enhancement and greater impact of prevention efforts.

Encourage Action Planning

Action planning is a process during which specific and detailed steps are identified and carried out to achieve a goal. It can be used to successfully plan for direct service programs such as Youth Prevention Education and communication campaigns and other local prevention efforts such as IYS recruitment, leading a youth advisory committee, hosting a town hall meeting, and coalition-led efforts.

Action plans are useful because they provide a framework for completing a project efficiently. Creating an action plan lends credibility to prevention projects and programs and shows community members (including potential funders) that your project or program is purposeful and intends to accomplish meaningful objectives.

Additional benefits of action planning:

- Ensures details are not overlooked.
- Identifies and plans for opportunities and barriers to success.
- Saves time, energy, and resources in the long run.
- Creates accountability and sustainability.

Managers should encourage staff to develop action plans for the prevention programs they are responsible for planning, implementing, and managing. Managers can support their staff in the process by reviewing and monitoring action plans regularly. Prevention First offers a classroom training titled *Action Planning for Successful Prevention Programs*. This course provides participants with information, tools, and templates to develop and implement a successful action plan.



Appendix Resource

- Action Steps for Supporting Prevention Staff
-

Identify Available Resources

Managing prevention staff is challenging and requires extensive skill, motivation, and commitment. And as a manager, you might feel like you should be able to do it all and have all the answers all the time. But you don't. Several resources are available to support you as you strive to develop and support your staff.

Following is an overview of resources for additional support and information.

Prevention First Training Catalog

Managers who can talk knowledgeably about training content are viewed by staff as a valuable resource and can better influence and motivate employees to make the most of the training experience. Therefore, if you haven't already, it is recommended that you take advantage of the training opportunities provided by Prevention First.



Prevention First Training Catalog

The [Prevention First Training Catalog](#) is a comprehensive resource for the training and professional development resources offered by Prevention First.

The Prevention First Training Catalog describes the courses and resources offered and provides an overview of the training team, registration process, and training policy. You and your staff can use this catalog as a resource when developing a plan for professional development.

Prevention First offers a variety of classroom and online training courses and professional development resources, such as resource guides, fact sheets, tip sheets, and a virtual clearinghouse.

Technical Assistance

The technical assistance (TA) services provided by Prevention First expand professional development beyond training. Commonly referred to as consulting or coaching, technical assistance offers an opportunity to reinforce knowledge learned through training and fit the conditions in which you work.

Technical assistance is a one-on-one service that can assist substance use prevention providers in overcoming challenges and helps build their capacity to strategically plan and implement local, evidence-based strategies to prevent substance use among youth.

Technical Assistance in Action

“As providers, I think we often overlook an important resource Prevention First offers through their TA services. Multiple times over the years, [organization] has reached out for TA and always received timely and professional support from the staff at Prevention First.”

“Most recently, we received TA around Youth Prevention Education (YPE). Our staff received expert training, more than we were able to provide in-house, which increased her overall understanding of the curriculum and strengthened her confidence. Prevention First worked with us to ensure that we could have success, thereby allowing our staff to be effective in delivering services. If your team is facing a challenge, remember Prevention First might just be able to provide the support needed to move things forward positively.”

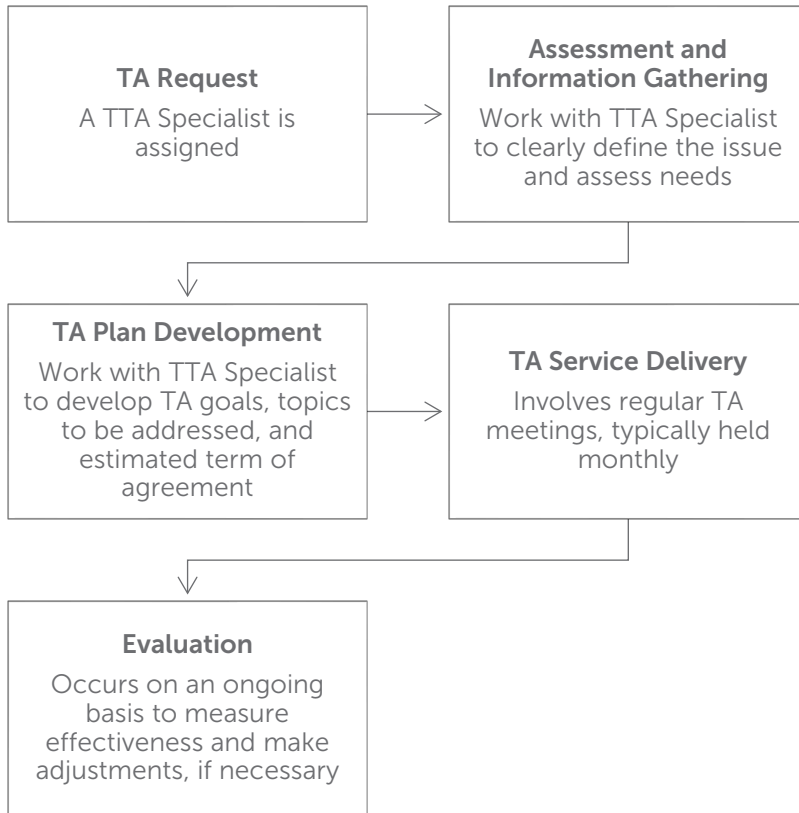
Anonymous Prevention Director

Technical Assistance Process: What to Expect

Prevention First’s technical assistance services are conducted using a systematic approach. Establishing a systematic approach ensures that all prevention providers get equal treatment and increases the likelihood of high-quality TA provision and, in turn, measurable outcomes from that TA provision.

The Prevention First TTA specialist serves as a case manager who provides consistent contact with a single representative from Prevention First. TTA specialists advocate for the providers they are assigned to for TA, helping them access the tools, resources, and services they need to overcome challenges and meet goals and objectives. Figure 1 depicts an overview of the technical assistance process.


Figure 1: TA Process



Manager Involvement with TA

Managers will benefit from being involved in the technical assistance process with their prevention staff. A manager's level of involvement with technical assistance can vary depending on organizational and staff needs and the time available.

For example, if a manager notices that a specific staff member needs assistance or a program is not going as planned or meeting goals, he or she can request technical assistance. In addition, managers can sit in on TA calls with staff or discuss progress with staff. Managers can also periodically check in with staff to ensure that the TA outcome remains consistent.



Technical Assistance

For more information about TA or the services offered by Prevention First, please contact providerservices@prevention.org or call the manager of Training & Technical Assistance at 312-909-9768.

Online Resources and Links

In addition to training opportunities and technical assistance, Prevention First provides a range of resources to help you support your prevention staff more effectively. These resources cover various important topics designed to enhance staff knowledge and improve program implementation. Topics include:

- Substance Use Prevention Provider Grantee Information.
- Substance Use Prevention Program State Directory.
- Substance Use Prevention Strategy Resources.
- Prevention Topics & Specific Audiences.
- Drug Information.
- Prevention Specialist Certification Resources and Information.

You can access them through the Programs and Resource Centers [Substance Use Prevention Training & Technical Assistance](#) page.

This information is not all-encompassing and continues to evolve. It will be important to check the Prevention First website periodically to see if any additional resources are available. Technical assistance is always available to help you find a resource or for additional managerial support.



**DEVELOPING
EFFECTIVE
SUPERVISORY
SKILLS**

Introduction

Supervision is a thoughtful, intentional, and ongoing process. It takes time, energy, and commitment, but the outcome is invaluable to the supervisor, staff, and organization. Good supervision can inspire enthusiasm for prevention work and loyalty to the organization's vision and mission, not to mention address and prevent potential problems. Good supervision makes employees feel that someone cares if they do a good job and provides a solid support structure if they run into challenges. These factors help prevention staff do their best job, encourage them to continue to learn and improve and keep them happy with their jobs, ultimately leading to higher employee retention.



Qualities of Effective Supervisors

Supervisors must motivate prevention staff to achieve the SUPP grant's overall objectives and the goals of their organization. According to SAMHSA, the following are common qualities of effective supervisors:

- **Understand Their Role.** Effective supervisors possess a thorough knowledge of their job requirements as a staff supervisor.
- **Make Things Happen.** Effective supervisors are highly resourceful, finding innovative ways to draw upon internal and external resources to resolve problems and achieve goals.
- **Committed and Responsible.** Most employees admire supervisors who are committed to the organization's vision, goals, and tasks and take personal responsibility for carrying them out. Effective supervisors set a strong example for their staff members (e.g., arrive on time, actions and statements are consistent with the organization's mission).
- **A Good Communicator.** Effective supervisors possess or acquire good communication skills that they regularly use in the workplace. Excellent communication skills are necessary when giving instructions, explaining the rationale for a task, overseeing task execution, and presenting complex ideas in simple terms.
- **Respectful and Courteous.** Polite and courteous treatment of workers is another trait of effective supervisors. Supervisors can achieve extraordinary results from their employees by treating everyone humanely and respectfully.
- **Develop People.** Supervisors should train employees to perform their duties professionally and help them develop their full potential. This includes arranging for staff development and training and looking for ways to provide staff with new challenges and opportunities to expand their skills.
- **Insist on Accountability.** No one is perfect. Becoming more successful on the job is a learning process. Effective supervisors hold their staff members accountable and review their progress so that they can set and meet goals for improvement.
- **Make people feel valued.** Effective supervisors assist staff in understanding their relevance within the organization and how they contribute to its mission and goals. They help staff understand how their work is appreciated by others, both outside of and inside the organization.

Guidelines for Supervising Staff

Becoming an effective supervisor doesn't happen overnight. It takes deliberate and ongoing development of essential skills and involves reflecting on and identifying your vision, role, and expectations. It doesn't matter if you're new to managing or have been guiding others for years. Being an effective supervisor is about continuously finding new and better ways to help your staff reach their goals.

Some key steps you can take to develop and supervise staff effectively include:



Develop a Flexible Management Style

There is no right or wrong management style. Different circumstances require different approaches. Managers need to consider what tasks are required, who their staff are, their needs, and the specific situation to be managed. Managers need to be flexible to get the best outcome from staff.

Following are guidelines around developing and utilizing different management styles.

Know when to be a coach and when to be a visionary leader.

Coaching is part of the day-to-day interaction between a supervisor and employee with the goals of increasing performance effectiveness, providing positive and constructive feedback about employee contributions, and motivating and helping foster growth. It is based on asking rather than telling, encouraging thought versus giving directions and holding a person accountable for his or her goals. However, specific circumstances might require a visionary approach. A visionary management style involves demonstrating a “firm but fair” management stance and providing long-term direction and vision. This style is based on providing clear directions and expectations to meet goals and standards. You can learn more about coaching and additional leadership styles using the resources in the box above.



Management Styles Resources

For a summary of six different management styles and when to use them visit [6 Management Styles](#).

Are you a solutions-focused coach?

Solutions-Focused Coaching is a coaching method that emphasizes finding solutions rather than dwelling on problems. It operates on the belief that individuals are not defined by their problems but are capable of solving them.

Supervisors can coach prevention staff by encouraging them to focus on their goals and helping them develop a step-by-step plan to achieve them. This positive, forward-thinking approach is highly motivational, as it fosters a sense of progress and empowerment.

The process is collaborative, with input from both the supervisor and staff, which builds the staff member’s self-confidence, self-reliance, and belief in their ability to succeed. Solutions-focused coaching is a valuable tool that can be integrated into a broader coaching strategy.



- Effective Coaching Actions

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Maintain a balance between being an active and a passive supervisor.

An active supervisor communicates expectations and goals to their staff. They follow up on results and resolve issues with employees and processes. Passive supervision involves dealing with issues after they have become issues. It is not proactive but reactive. Supervisors will need to determine their approach based on different situations.

Balance quality and efficiency with creativity and innovation.

Effective supervisors need to provide opportunities for creativity and innovation. Creativity is the process of generating new and useful ideas, and innovation is implementing new ideas. Managers can increase creativity and innovation by encouraging employees to think outside the box, listening to suggestions, and implementing sensible ideas.

When it comes to developing your **management style**, the key is to know your go-to style and develop your other styles as needed. It will be important to assess situations carefully, as different circumstances may require the application of different styles of management.

Build and Maintain Relationships

Developing positive relationships with employees is key to creating an inspiring work atmosphere that encourages staff to go above and beyond. Many supervisors and managers struggle to balance a friendly, casual culture and maintaining authority.

Have an open-door policy.

When employees feel comfortable coming to you with new ideas or concerns, it's easy to establish reciprocal exchanges evident in strong relationships.

Get to know employees.

Supervisors who express sincere interest in staff, personally and in day-to-day prevention activities, build morale and a sense of cohesion. Frequent interaction with staff demonstrates concern for employees.

Be fair.

Enforce rules uniformly and reward hard work and excellent performance in the same way for every employee. Your employees are expected to play by the same rules.

Include employees in important decisions when possible.

When employees work together to create policy, set organizational goals, choose the tools they need, and make other decisions integral to the organization, they feel valued and important to the organization and to you.

Ask employees what's most important to them.

Inquire how employees prefer to be recognized, how they like to receive feedback, and how they prefer to communicate. Acknowledging and acting upon their preferences will build trust.

Challenge Staff to Grow and Develop

Challenging workers to try new things and accept new responsibilities will encourage staff members to fully engage in their role as prevention specialists and invest in your organization.

Tips for challenging staff to grow and develop include:

Help them build networks.

Recommend opportunities to join networking and professional groups that help prevention staff build connections.

Delegate responsibilities when you can.

Sharing your responsibilities will help you balance your workload and make staff feel valued and trusted, promote future leadership, develop personal accountability, and motivate employees.

Show employees you trust them.

After setting expectations, let employees do their jobs with minimal interference. Let them make decisions for themselves (and learn from the process) and support their decisions.

Identify strengths and use them.

Be sensitive to your staff's individual differences. Tailor their responsibilities to match their respective capacities. People who do outstanding work or demonstrate superior capacity should be challenged with more responsible tasks.

Provide Ongoing Engagement

Regularly engaging with employees will result in better workers who feel that they are an integral part of the group. This will result in better performance, leading to a positive image within the community (and with funding sources).

Following are suggestions for providing ongoing communication, interaction, and feedback to your employees:

Meet regularly.

Schedule consistent check-in meetings for the same time on a regular basis. These meetings are opportunities to touch base and discuss the prevention specialist's job, how he or she feels about it, and answer or ask questions. You can also use these meetings to review the status of various projects and discuss action plans. Regular meetings can also help to recognize and address potential concerns, such as staff burnout, before they become actual problems.

The above topics are ideal for individual, one-on-one staff meetings. However, check-in times can be scheduled for team meetings as well. Team meetings can often help identify and work out problems or make suggestions about resolving difficult situations.



Appendix Resource

- Staff Check-in Meeting Template
-

Listen effectively.

Managers establish trust by asking effective questions and listening to employees' answers. When managers listen attentively, it builds relationships, solves problems, ensures understanding, resolves conflicts, and improves accuracy. Suggestions for effective listening are:

- Be attentive by mentally blocking distractions, including your thoughts, feelings, or biases.
- Listen without judging or jumping to conclusions. Keep an open mind.
- Don't interrupt and talk less.
- Ask questions to clarify understanding.
- Give feedback by reflecting on the speaker's feelings ("I can see that you are confused") or nodding to show understanding.

Provide positive and constructive feedback.

As your employees work toward accomplishing the goals you set together, be sure to use your regularly scheduled meetings to discuss how things are going and provide feedback. Praise what's going right with the programs or projects and make suggestions if you feel the staff needs more direction. Feedback can also be very informal, such as a simple "Hey! That looks great! Have you thought about adding this?" when passing someone's desk.

Provide recognition.

Employee recognition is a communication tool that reinforces and rewards the actions and behaviors you want to see people repeat. Recognition is motivating and makes staff feel appreciated. Tips for recognition include:

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- Recognize employees frequently and as close to the performance as possible.
- Clearly define behaviors or actions that are being recognized.
- Tie in recognition with the core values of your organization.
- Collect feedback from employees to see if they are satisfied with recognition initiatives.

Observe employees on the job.

If appropriate, supervisors should at least occasionally observe their employees' work. First-hand observations provide an opportunity to assess performance fairly. Specific observations can also be made after a training session to check for applications and indicators of further professional development. Supervisors may also observe specific performance measures or actions that have been discussed.

It's helpful to have a list of what you'd like to observe, such as developing a list of staff competencies that can be observed and reviewed with staff. Staff could also complete a self-assessment on the same competencies to be compared during a follow-up meeting to discuss further skill development. Remember that observations can make employees nervous, and they might not perform the same way they do when not being observed.

Conduct Formal Performance Evaluations

It's important to understand your organization's performance evaluation policy and follow it. Performance evaluations are important for several reasons. Effective performance evaluations help staff members to do their best job. They provide a record of the employee's progress in his or her job—goals attained, areas of high performance, and areas for improvement. Performance evaluations communicate that the organization cares about the employee's work and that it's important. On the other hand, if a staff member's work is unsatisfactory, evaluations can provide a basis for developing a performance improvement plan or, if necessary, letting the employee go.

Performance evaluations should be conducted at regular intervals, at least once or twice per year. In addition, performance observations and feedback should be written on formal evaluation forms and kept in the employee file.

When providing formal feedback, you should strive to:

- Describe a worker's behavior instead of judging it.
- Always appraise workers on how they are meeting or exceeding clear, predetermined standards.
- Praise the worker for strong or increased performance.
- Decide whether other forms of feedback, such as self-assessment or peer review, would be appropriate to complement supervisory feedback.

Balancing Your Workload

As a prevention program supervisor, you wear many hats, and it may seem like there is never enough time. To do your job well and maintain a healthy balance, you will need to effectively balance your individual responsibilities with staff development. Below are some tips for balancing a manager's workload.



Leadership Resources

Leadership books like Stephen Covey's *The 7 Habits of Highly Effective People* and David Allen's *Getting Things Done* offer practical advice on setting priorities and managing time.

Manage Your Calendar

Figure out how you are spending your time weekly. Map this out into various categories: time spent managing and conducting your own tasks and meetings. Then, identify obvious inefficiencies and make corrections.

For example:

- Minimize interruptions caused by an open-door policy by setting guidelines for interruptions (e.g., if there is a problem, ask staff to propose at least one idea for a solution). Reduce disruptions to your schedule by setting specific times to meet with staff each week and asking them to come prepared with their questions during the weekly meeting.
- Block out times on your calendar each week when you cannot be interrupted for any reason except for emergencies. Then, stick to it. Use this time to get your own work done.

Empower Staff through Responsibility

Look for tasks that you can delegate to staff members. Encourage staff to discuss challenges, develop solutions, and allow them to implement them. Make your staff feel that they can take risks and do things independently without fear that you won't like what they've done.

One way to delegate is to look at your primary tasks and responsibilities for the week and categorize each one as either: "things only I can do," "things I can do but others can help with," "things others can do but I should help with," and "things that others can and should do."

Manage Priorities

Make a list of goals in order of priority. Break the list of goals into smaller chunks of monthly, weekly, and daily goals. Block out time on your calendar to work on your goals. This will help keep priorities on the radar. Look at your to-do list and realistically estimate the time each task needs to be completed.

Be honest about what you can achieve in a working day or week so you don't feel overwhelmed. Don't let your inbox drive your workload. If you get 50 emails per day, this means 50 interruptions to your day. Instead of checking your inbox every time a message arrives, switch off instant alerts and allocate a time when you will check your inbox.



Appendix Resources

- Supervisor Self-Assessment Tool
 - Putting It All Together: Action Plan
-



Video Series Resource from New England PTTC

In the [Video Series: Building Management Skills for Prevention Professionals](#), trainer Robert Kenney, PhD, discusses practical strategies and approaches to address common supervision and management challenges. Using these videos and the accompanying handouts, prevention professionals will learn useful tips for building team relationships, providing feedback, conducting performance appraisals, and evaluating their own supervisory skills. The videos can be used together to build skills across several areas or can be used as independent lessons for those interested in a specific topic. As you work through these videos and exercises, you will see how many of the skills we develop as prevention specialists can also be used to lead and support teams as supervisors and managers. This series is intended for new and experienced supervisors and those aspiring to a supervisory role and may be useful to those supervising volunteers and staff.

A large, light brown, stylized letter 'A' graphic that serves as a background for the page. The letter is composed of thick, rounded strokes and is positioned centrally, with the word 'APPENDIX' overlaid on its left side.

APPENDIX

Job Description Template

Fillable
PDF

Title:

Insert the job or position title.

Department:

Insert the department within the organization in which the position exists.

Reporting Structure:

Outline the reporting structure for the position, up and down, as applicable.

Company information:

Provide an overview of your organization (e.g., how long it has existed, its mission).

Position Summary:

Describe the position and its overarching responsibility, function, or role within the organization.

Essential Responsibilities:

Describe primary responsibilities.

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Required Knowledge, Skills, Experiences:

Describe the specific knowledge, skills, work history, other experiences, training, language, or aptitudes required for the job.

Educational Requirements:

Describe the education requirements for the job, such as degrees and industry-specific certifications.

Additional Qualities or Experience:

Describe additional qualities or attributes that contribute to superior performance in the position.

Compensation:

Describe the compensation package for the position, including salary range, benefits, and PTO.

Equal Opportunity Employer Statement:

Describe your organization's commitment to equitable hiring practices.

Note: This job description is not designed to cover or contain every duty required. Duties and responsibilities may change, or new ones may be assigned at any time without notice.

Sample Job Interview Questions

The following list of carefully curated sample interview questions for the prevention specialist role is designed to assess technical expertise and interpersonal skills.

Pre-Screening Questions

These questions can be asked during a pre-screening interview to assess whether the applicant's qualifications, skills, and experience are compatible with the position before conducting a more in-depth interview.

1. What do you know about our organization and our mission?
2. Tell us about yourself and your career goals.
3. What interests you about this role, and why do you believe you're the best candidate?
4. Tell us about your work background and how it relates to our current opening.
5. What questions do you have for me?

Direct, In-person Interview Questions

Below is a list of questions designed to evaluate a candidate's experience, problem-solving abilities, and fit for the job. These questions can be used in one-on-one and panel interviews to get a clear picture of the candidate's qualifications and approach to prevention work.

1. General Behavioral & Motivational Questions

- What are your key strengths for this role, and what areas would you like to develop to succeed in this position?
- Tell us about a job you had that you really enjoyed and why.
- Can you share an example of a time you encountered a difficult situation with a colleague? How did you handle it?
- What qualities do you possess that make you stand out from other candidates?
- Describe when you completed a work or internship task and felt great because you were successful.
- Describe a time when your creativity or alternative thinking solved a problem in your workplace.
- What do you think is the most important aspect of communication?
- What do you need from management to be successful?

2. Community Engagement and Collaboration

- What does the phrase “community engagement” mean to you? How would you promote substance use prevention awareness in the community?
- Tell us about your experience working with schools, agencies, coalitions, or other community partners.
- Describe any experience you’ve had with community organization.
- Can you share an example of a successful collaboration you’ve been part of? What role did you play?
- What techniques do you use to build trust and rapport with community members?

3. Experience Working with Youth and Families

- Please share your experience working with students or young adolescents, particularly in middle and high school settings.
- What are some engagement strategies you have used when working with youth?
- How do you motivate students who are reluctant to participate in group discussions?
- What is your experience leading or working with youth groups in person or virtually?

4. Prevention Strategies and Public Health

- What do you know about our community and substance use?
- How do you assess a population's or community's needs for prevention services?
- How would you promote a drug-free lifestyle to middle and high school students?
- How do you stay updated on current trends affecting children and youth, such as substance misuse or mental health issues?
- Can you explain the role of cultural competence and health equity in prevention work?

5. Crisis Management and Problem-Solving

- Describe a scenario where you had to handle a crisis, such as a mental health issue with a youth. How did you respond?
- How would you handle a difficult classroom management issue, such as disruptive behavior?
- What would you do if you had difficulty referring a youth needing services?
- A youth asks you if you have ever done drugs—how would you answer?
- How would you handle a situation where a prevention program was not producing the desired outcomes?

6. Data Collection and Evaluation

- Tell us about your experience collecting and tracking data and generating reports for prevention programs.
- Tell us about your experience working on a grant or project where you were responsible for reporting outcomes by specific deadlines.
- Can you explain a time when data analysis changed the course of a prevention program you were involved in?

7. Collaboration and Teamwork

- In this position, you'll be required to work within a team setting. What strengths and abilities would you bring to the team?
- Can you provide an example of when you worked effectively in a team?
- How comfortable are you approaching new professional colleagues, such as school personnel or coalition members?
- How would your colleagues describe your work style and ability to collaborate?

8. Independence and Time Management

- This position involves a lot of independence. How do you keep yourself focused and accountable when working without direct supervision?
- Tell us about when you had to manage your time effectively in the field. How did you ensure tasks were completed on schedule?
- Please provide an example of when you organized, planned, and prioritized your work under pressure.

9. Training, Presentations, and Teaching

- What experience do you have with teaching or facilitating group lessons, especially in schools or with youth groups?
- How do you like to present materials when educating others, and what presentation methods do you find most effective?
- Have you ever had experience running a youth group? If so, tell us about it.

10. Technology and Administrative Skills

- What computer programs or software have you used for developing materials, tracking data, or managing communications (e.g., Outlook, Word, Excel, OneDrive)?
- How would you rate your technical skills when creating presentations or using digital platforms for virtual meetings?

11. Organizational and Ethical Questions

- What do you expect from a supervisor, and what can they expect from you?
- How do you deal with stress in the workplace?
- How do you handle confidential or sensitive information in your work?
- Can you describe when you had to navigate an ethical dilemma in a prevention setting?

12. Final Questions and Next Steps

- Do you have any questions for us?
- When would you be available to start if offered the position?
- If we cannot offer you the position now, can we retain your information for future opportunities?

New Employee Checklist Template

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PDF

Name:

Start Date:

Director/Supervisor:

Department:

Job Title:

✓	Topic	Date Reviewed
Organization Orientation		
	Review organizational structure (organization chart, mission, values).	
	Review organizational policies and procedures (job schedule and hours, payroll timing, timesheets, paid time off).	
	Review and sign Prevention Specialist Job Description (responsibilities, reporting structure, compensation).	
	Update SUPP Program Staff contact information in the Prevention Hub.	
Grant Requirements		
	Provide staff with agency log-in information for the Prevention Hub (CPRD) and an overview of the Hub features.	
	Review IDHS SUPR Uniform Grant Agreement (UGA) <ul style="list-style-type: none"> • Exhibit A: Project Description • Exhibit B: Deliverables or Milestones • Exhibit D: Performance Measures and Standards 	
	Review SUPP Standards for Communication Campaigns (Under Help/Additional Resources in the Prevention Hub)	
	Review SUPP Standards for Youth Prevention Education (Under Help/Additional Resources in the Prevention Hub)	

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✓	Topic	Date Reviewed
Grant Requirements Continued		
	Review IDHS SUPR Substance Use Prevention Program reporting requirements and Due Dates . <ul style="list-style-type: none"> • Quarterly Reporting • Annual Report 	
	Review SUPP Required Documentation.	
	Create a Groupsite account.	
Training		
	Review SUPP training requirements .	
	Register and complete IISUP I: Welcome to Prevention (online). Note: Do this as soon as possible so that Prevention First can schedule a New SUPP Worker Orientation call.	
	Review and register for IISUP II: SUP System Orientation .	
	Review and register IISUP III: A Framework for Prevention .	
	Review Prevention First Training Policy .	
	Review DCFS Mandated Reporter Training .	
Online Resources		
<i>Review and bookmark the online resources below.</i>		
	PF Groupsite-SUPP Networking Site https://pfgroupsate-sapp.groupsate.com/sign_up/email/new	
	Prevention First Website www.prevention.org	
	Prevention First Newsletter – <i>Prevention Connection</i> https://www.prevention.org/News-Sign-Up	
	Prevention Hub https://appsts.cprd.illinois.edu/PreventionHub/	
	Illinois Youth Survey (CPRD) https://iys.cprd.illinois.edu/	
	SAMHSA Main Page https://www.samhsa.gov/	

Knowledge and Skill Self-Assessment

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This assessment's knowledge and skill areas are based on the 2013 Prevention Specialist Role Delineation Study conducted by the IC&RC (International Certification and Reciprocity Consortium). The self-assessment identifies a prevention specialist's key roles and responsibilities in each domain.

Read each statement. Check the box to the left of the task statement if it is a task you are required to perform in your current position. Rate your confidence level in each area on a scale of 1-4. Identify the related skills you'd like to improve. Share the assessment with your supervisor and determine 1-5 priority areas you would like to build or increase your capacity.

DOMAIN 1: PLANNING AND EVALUATION										
<i>How confident do you feel in your ability to... (1=not confident; 4=very confident)</i>										
<input type="checkbox"/>	Develop a comprehensive, community-based strategic plan using the five steps of the Strategic Prevention Framework (assessment, capacity, planning, implementation, and evaluation).	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Related Skills:										
<input type="checkbox"/>	Conduct and utilize process and outcome evaluations to document program implementation and effectiveness.	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Related Skills:										
<input type="checkbox"/>	Incorporate cultural responsiveness into all planning and evaluation activities.	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Related Skills:										

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DOMAIN 2: PREVENTION EDUCATION AND SERVICE DELIVERY			
<i>How confident do you feel in your ability to... (1=not confident; 4=very confident)</i>			
<input type="checkbox"/>	Develop and implement an action plan for the prevention services I deliver.	1	2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Related Skills:			
<input type="checkbox"/>	Implement evidence-based prevention strategies with fidelity.	1	2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Related Skills:			

DOMAIN 3: COMMUNICATION			
<i>How confident do you feel in your ability to... (1=not confident; 4=very confident)</i>			
<input type="checkbox"/>	Promote local prevention efforts and raise awareness about teen substance use and effective strategies to address the problem in my community.	1	2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Related Skills:			
<input type="checkbox"/>	Facilitate youth prevention education programs, groups, and meetings using effective facilitation principles and skills.	1	2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Related Skills:			

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DOMAIN 4: COMMUNITY ORGANIZATION										
<i>How confident do you feel in your ability to... (1=not confident; 4=very confident)</i>										
<input type="checkbox"/>	Engage and collaborate with key stakeholders (including police, schools, and youth-serving community-based organizations).	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Related Skills:										
<input type="checkbox"/>	Refer youth and families to other services (e.g., early intervention, treatment, human service organizations).	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Related Skills:										

DOMAIN 5: PUBLIC POLICY AND ENVIRONMENTAL CHANGE										
<i>How confident do you feel in your ability to... (1=not confident; 4=very confident)</i>										
<input type="checkbox"/>	Advocate for and implement environmental prevention strategies, such as communication campaigns and public policy.	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Related Skills:										

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DOMAIN 6: PROFESSIONAL GROWTH AND RESPONSIBILITY					
<i>How confident do you feel in your ability to... (1=not confident; 4=very confident)</i>					
<input type="checkbox"/>	Assess my professional development needs and obtain professional development to enhance my knowledge and skills.	1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Related Skills:					
<input type="checkbox"/>	Ethically implement prevention services.	1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Related Skills:					

Professional Development Plan

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List each identified priority knowledge and skill area in the space provided in the first column. In the second column, identify and describe professional development activities that will help increase your knowledge and skill in each area. In the third column, indicate the date you hope to complete each professional development activity(ies).

Knowledge and Skill Area to be Developed	Description of Professional Development Activity(ies)	Timeline for Completion

Action Steps for Supporting Prevention

Managers should consider their role in implementing prevention programs and strategies successfully. Program implementation may not be successful unless prevention specialists are well-prepared and well-supported in delivering substance use prevention services.

The following section includes suggestions for how supervisors can support staff as they plan for and implement prevention program strategies.

Youth Prevention Education (YPE)

The goal of YPE is to increase prevention-related drug knowledge and resistance skills, enhancing protective factors and reversing or reducing risk factors.

Prevention staff will spend considerable time planning and implementing lessons within classrooms and working to engage students in active learning. Although planning and implementing curriculum can be time-consuming, it is important to prioritize investing time and effort into process and outcome evaluation.

Listed below are action steps prevention managers can take to support staff engaged in implementing Youth Prevention Education:

1. Discuss expectations set by the SUPP Standards for YPE Curricula with staff and ensure understanding.
2. Provide a thoughtful training process for new prevention specialists, allowing them to familiarize themselves with the selected YPE curriculum, observe current YPE lesson facilitation, co-teach YPE lessons, and teach lessons while being observed. Provide constructive feedback to enhance staff facilitation skills.
3. Encourage staff to attend the required *Foundations of Youth Prevention Education* live training as soon as possible and discuss their training experience when they return.
4. Confirm that staff meet the facilitation requirements for the model program(s) your organization is implementing. Some developers require that facilitators be trained before teaching the curricula.



YPE Model Program Tip Sheets

Prevention First has created tip sheets for all SUPP-approved evidence-based YPE model programs. There is an Implementation Tip Sheet for each model program and a general Fidelity and Adaptation Tip Sheet. You can access these tip sheets at [YPE Model Program Tip Sheets](#).

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5. Familiarize yourself with the evidence-based curriculum your agency is implementing. This will help you understand the curriculum's set-up and layout and its time requirements, thus allowing you to support staff in implementing the program with fidelity.
6. Identify other related professional development opportunities that can support staff development of YPE facilitation skills (e.g., *Facilitating Prevention Education Curricula* and *Effective Group Facilitation* online training and the *Youth Prevention Education Specialist Certificate program*).
7. Encourage staff to pursue additional skill-building training, such as learning how to create presentations or developing effective communication skills to work with school administrators.
8. Encourage staff to learn more about adolescent development and how to connect with and engage the youth they will be working with (e.g., *The Dynamic Adolescent Brain and Adverse Childhood Experiences and Strategies for Trauma-Informed Care*).
9. Review the *Youth Prevention Education and Classroom Culture Professional Resource Guide* on Prevention First's website. This guide will answer general questions and meet specific needs associated with facilitating YPE, including classroom management. It builds upon the techniques introduced and covered during the required *Foundations of Youth Prevention Education* training.
10. Review curriculum materials annually to determine if they have been updated or revised. Ensure you're using the most recent version required by IDHS.
11. Encourage staff to conduct process and outcome evaluation. Review evaluation data with prevention staff and identify ways to use the data to improve programming.

Youth Advisory Committee

Establishing and leading a youth advisory committee requires prevention staff to engage, support, and mentor youth. Staff will be responsible for recruiting youth, facilitating youth meetings, and developing plans for involving youth in prevention strategies.

Listed below are action steps prevention managers can take to support staff engaged in establishing and maintaining a youth advisory committee:

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1. Encourage staff to take the required *Introduction to Engaging Youth in Prevention* online training and attend the *Establishing and Leading a Youth Advisory Committee* live training as soon as possible. When they return from training, discuss the training experience.
2. Identify other professional development opportunities to support staff development and enhance the skills necessary for effectively leading a youth advisory committee (e.g., *Authentic Youth Engagement* online training).
3. Model youth advisory committee meeting facilitation. Observe a youth advisory committee meeting facilitated by staff and provide constructive feedback.
4. Review the recruitment plan and assist with developing strategies or overcoming any barriers that may be encountered.
5. Schedule meetings with staff to discuss how youth advisory committee activities are going. Offer suggestions as needed to improve effectiveness.
6. Encourage staff to connect with other prevention specialists to learn about youth advisory committee activities implemented, such as by using Groupsite.
7. Encourage staff to conduct process and outcome evaluation. Review evaluation data with prevention staff and identify ways to use the data to improve programming.

The purpose of the youth advisory committee is to strengthen youth participation in the development and implementation of community-based substance use prevention services. This means involving youth in the planning and decision-making that affect them and others.

Communication Campaigns

Planning and implementing a communication campaign requires a unique set of skills to gather information about and from the audience, develop messages, and distribute materials. Given the variety of skills necessary to implement campaigns, prevention staff may need significant guidance, support, and additional training throughout the process.

Listed below are action steps prevention managers can take to support staff engaged in implementing communication campaigns:

1. Discuss expectations set by the Communication Campaigns Standards set forth by the SUPP Standards for Communication Campaigns to ensure understanding (e.g., focus group testing, determining the communication channels best for the community, reinforcing the message).

Communication campaigns addressing ATOD issues utilize a purposeful promotional strategy to change knowledge, attitudes, or behavior in a specific, intended audience. Communication campaigns promote a specific message through marketing and advertising techniques.

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2. Encourage staff to attend required training as soon as possible: *Introduction to Communication Campaigns* online training, *Ten Steps for Planning and Implementing Communication Campaigns* live training, *Developing Materials for Locally-Designed Campaigns* live training (if applicable), *Introduction to Focus Groups* online training, and *Preparing for Successful Focus Groups* live training. Discuss their training experience when they return.
3. Refer staff to the *Communication Campaign Professional Development Resource Guide* on the Prevention First website.
4. Encourage staff to pursue additional related skill-building training to support staff development and enhance skills necessary for effective communication campaigns, including collaboration and designing materials.
5. Discuss how to engage the youth advisory committee in the communication campaign to ensure all services and activities are relevant for the target population, as required by IDHS.
6. Review how to access communication campaign materials in Groupsite.
7. Encourage staff to conduct process and outcome evaluations. Review evaluation data with staff and identify ways to use the data to improve programming.

Illinois Youth Survey (IYS) Recruitment and Data Analysis and Sharing

Grantees are responsible for implementing IYS recruitment activities and sharing IYS data with local schools and community stakeholders. This involves building and maintaining relationships with local school administrators and using analytical skills to develop summaries of data findings.

The IYS is a self-report survey administered in school settings and is designed to gather information about a variety of health and social indicators including substance use patterns and attitudes of Illinois youth.

Managers can assist prevention staff with tasks related to IYS recruitment and data analysis and sharing by taking the following action steps:

1. Encourage staff to attend the *Introduction to Illinois Youth Survey (IYS) Data* online course, the *Promoting the Illinois Youth Survey (IYS) to Schools* online course, and the *Analyzing and Sharing Illinois Youth Survey Data* live training as soon as possible. Discuss their training experience when they return. Please note that *Analyzing and Sharing Illinois Youth Survey Data* is offered only in non-administration years.
2. Encourage staff to pursue additional skill-building training to support staff development and enhance skills necessary for IYS recruitment and data analysis and sharing, such as Excel training and meeting facilitation skills.
3. Introduce new staff to school contacts that you may have and assist with setting up initial meetings. Attend meetings if possible.

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4. Set expectations for developing the IYS recruitment plan and monitor and discuss the plan periodically with staff.
5. Analyze IYS data with staff.
6. Support staff with setting up stakeholder meetings to review data, develop agendas and presentations, and create a follow-up plan for incorporating the data into local prevention strategies. Provide an opportunity for staff to practice their IYS data presentations with you.

National Prevention Week

Staff responsible for implementing National Prevention Week (NPW) activities will use planning, promotion, and creative skills to develop events and materials to increase public awareness of substance-related issues. Staff will need to engage the youth advisory committee with activities.

National Prevention Week is an annual health observance dedicated to increasing public awareness of, and action around, substance use and mental health issues. National Prevention Week is held each year during the third week of May, near the start of summer.

Managers can assist prevention staff with tasks related to National Prevention Week by taking the following action steps:

1. Encourage staff to attend the *Planning for National Prevention Week* online training offered by Prevention First. This training is required for those implementing National Prevention Week activities.
2. Encourage staff to review [SAMHSA's NPW](#) webpage for information, tips, and tools.
3. Provide feedback on the NPW promotion plan, including the media platforms that will be used and how the youth advisory committee will be involved in accordance with your grant deliverables.
4. Encourage staff to connect with other prevention specialists to learn about implemented NPW activities and share activities they have implemented, such as by using Groupsite or attending Power Hours for Peers on NPW.
5. Discuss how to engage the youth advisory committee in NPW to ensure activities are relevant for the target population, as required by IDHS.
6. Encourage staff to conduct process and outcome evaluation. Review evaluation data with prevention staff and identify ways to use the data to improve programming.

Drug Take Back

Prevention staff responsible for implementing drug take-back activities will use communication, organizational, and creative skills to raise awareness of drug take back programs in the service area.

Managers can assist prevention staff with tasks related to raising awareness of local drug take back programs by taking the following action steps:

1. Assist staff with identifying the locations in the service area that take back prescription drugs and make a list that includes the location's name, address, and hours of operation (if applicable).
2. Support staff in developing partnerships with other community stakeholders, such as law enforcement, in drug take back activities.
3. Review the staff plan for working with local stakeholders to distribute the drug take back location list and educational materials related to the potential for medication abuse, safe disposal, and safe storage in the service area.
4. Ensure staff track how many lists were distributed and any other relevant information.
5. Support staff with planning and promoting at least one prescription drug take back event with local stakeholders in the service area in coordination with each of the National Prescription Drug Take Back Days.
6. Encourage staff to connect with other prevention specialists to learn about drug take back efforts implemented in other communities, such as by using Groupsite.
7. Evaluate what went well and what improvements may need to be made regarding promotion and collaboration.

Drug Take Back Programs are a common and environmentally supportive venue for avoiding the improper disposal of unused pharmaceuticals. The National Take Back Initiative in the United States occurs twice annually, in the spring and in the fall.

For more information about the DEA Take Back Initiative, visit: www.dea.gov/takebackday.

Resource Guide

To develop a resource guide, prevention staff will have to identify local community treatment and human service organizations. They will then need to utilize organizational and computer skills to develop the guide and discern when to refer to agencies that provide support services.

Managers can assist prevention staff with tasks related to developing a resource guide with these actions:

A resource guide identifies all substance use disorder treatment and human service organizations in and near the service area for linkage and referral purposes.

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1. Assist staff with identifying all community substance use disorder treatment and human service organizations (e.g., afterschool programs, mental health counseling, sexual assault prevention, school-based health clinics that are open to the community).
2. Review a draft version of the guide to provide suggestions before the guide is finalized.
3. Help develop a plan to ensure the resource guide is periodically updated to keep the information current and establish mechanisms to share it with community members.
4. Set expectations with how the guide will be utilized (i.e., discuss situations when the guide should be utilized for linkage and referral purposes).
5. Ensure staff track the number of guides distributed and any other relevant information.
6. Encourage staff to connect with other prevention specialists to learn how the guide is being developed, promoted, and distributed in other communities, such as by using Groupsite.

Effective Coaching Actions

Coaching is a structured process aimed at intentionally helping individuals improve their skills and competence through workplace development opportunities. To ensure effective coaching, following best practices that foster open communication, collaboration, and growth is important.

The list below outlines key characteristics of effective coaching designed to create a productive and supportive coaching environment. Use this list to guide your coaching sessions, ensuring they are impactful and goal-oriented.

1. Adopt a friendly attitude towards your staff.
2. Ensure the coaching discussion is confidential.
3. Prevent interruptions during the session.
4. Begin by clarifying mutual goals.
5. Spend a significant portion of time actively listening.
6. Frequently summarize and check for understanding.
7. Fully discuss relevant information.
8. Allow open expression of feelings.
9. Jointly analyze and assess problems.
10. Identify options and evaluate their benefits.
11. Emphasize action and create clear plans.
12. Intentionally seek personal development opportunities.
13. Set a follow-up date.
14. Review the coaching meeting to reflect and learn.

What would you add to the list of effective coaching actions?

Feel free to modify or add characteristics that align with your coaching style or organizational needs.

Source: <https://npnconference.org/wp-content/uploads/2019/09/Supervision-of-the-Prevention-Specialist-workbook-081519.pdf>

Staff Check-in Meeting Template

Fillable
PDF

Name: Date:

1. Review progress on previously set goals and priorities.

- *What progress have you made in achieving your goals and priorities discussed at your last check-in?*

2. Recognize significant accomplishments.

- *What are you particularly proud of in what you have accomplished thus far?*
- *Manager's recognition of noteworthy accomplishments.*

3. Identify areas for performance growth or improvement.

- *Are there any areas in which performance needs to improve?*
 Yes No
- *If yes, what areas need improvement and what support is needed to improve in those areas?*

4. Set new goals/priorities.

- *What are your goals and priorities for the next two weeks when we check in again?*
- *What resources or support do you need to accomplish your goals or priorities?*

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5. Review guidance or performance expectations.

- *Are there any guidelines or performance expectations that should be reviewed as you address your goals and priorities? (e.g., quality of work product, quantity, compliance with guidance)*

6. Additional notes:

Supervisor’s Self-Assessment Tool

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PDF

This self-assessment is a tool for self-improvement. It asks you to reflect on how you perform your supervisory tasks and helps you identify areas where you need to strengthen your supervisory skills.

Carefully read each statement and respond honestly regarding your current skill level and performance, ranking your ability on a scale of 1 to 5, with 1 being “strongly disagree” and 5 being “strongly agree.”

For responses that are ranked high, acknowledge what you are doing well and aim to continue this level of performance. For those responses ranked low, explore what may be hindering your optimal performance and explore opportunities to improve your performance.

Statement	1	2	3	4	5
Developing A Flexible Management Style					
When supervising prevention staff:					
I know when to be a coach and when to be a visionary leader.					
I maintain a balance between being an active and passive supervisor.					
I balance quality and efficiency with creativity and innovation.					
Building and Maintaining Relationships					
When supervising prevention staff:					
I have an open-door policy.					
I get to know employees.					
I am fair.					
I include employees in important decisions.					
I ask employees what’s most important to them.					

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Statement	1	2	3	4	5
Providing Ongoing Engagement					
When supervising prevention staff:					
I meet regularly with staff.					
I listen effectively.					
I provide positive and constructive feedback.					
I provide recognition and motivation.					
I observe employees on the job.					
Challenging Staff to Grow					
When supervising prevention staff:					
I help employees build networks.					
I delegate responsibilities when possible.					
I show employees you trust them.					
I identify employee strengths and use them.					
Conducting Formal Performance Evaluations					
When supervising prevention staff:					
I describe the worker's behavior instead of judging it.					
I appraise workers using predetermined standards.					
I praise employees for strong or increased performance.					
I consider additional forms of feedback, such as self-assessment or peer review.					

Putting it All Together Action Plan

Fillable
PDF

To support you with getting started on developing and improving your managerial skills, reflect on what you have learned in this course and write down one action you can take to improve your skill or knowledge in each of the following areas:

TOPIC	One action I can take to develop my skill in this area is:
<p>Making the Right Hiring Decision</p> <p>Consider:</p> <ul style="list-style-type: none"> • Identifying prevention specialist skills and tasks • Implementing the hiring process • Conducting background checks 	
<p>Providing Initial and Ongoing Staff Support</p> <p>Consider:</p> <ul style="list-style-type: none"> • Communicating expectations • Supporting and encouraging professional development • Supporting program planning and implementation • Identifying Resources 	
<p>Developing Effective Supervisory Skills</p> <p>Consider:</p> <ul style="list-style-type: none"> • Qualities of effective supervisors • Guidelines for supervising staff • Tips for balancing your workload 	

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