

**BUILDING**  
**AN EFFECTIVE AND SUPPORTIVE**  
**SUPERVISION**  
for  
**QUALITY IMPROVEMENT**

# Learning Objectives

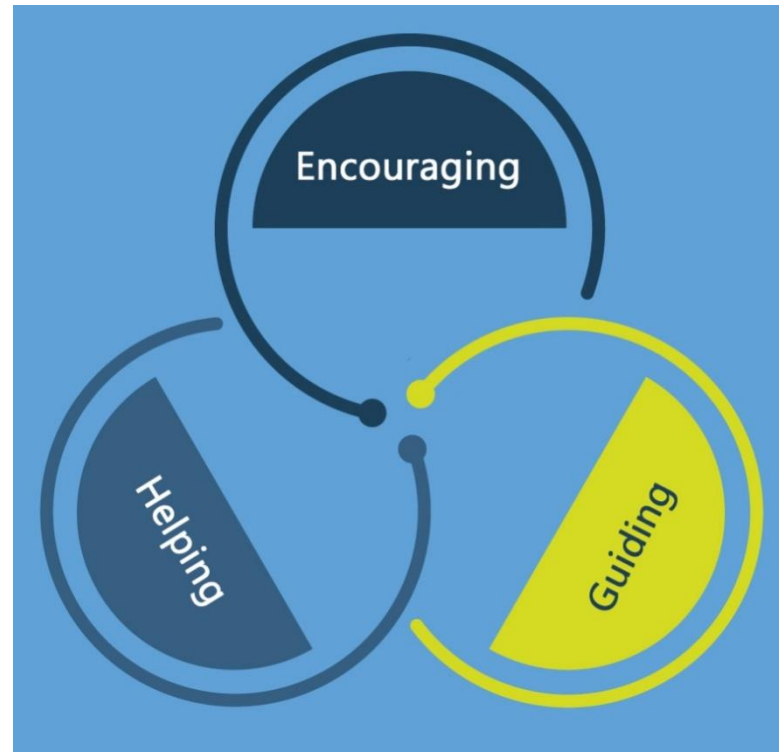
- Define supportive supervision
- Compare traditional and supportive supervision
- Supportive supervision as a process
- Framework for Supervision towards Quality Improvement
- Key competencies for supervisors
- Describe different supervisory roles



# What is Supervision?

- A "**process**". Supervision is not a one-time event, but is connected series of events over a period of time.

- Involves **guiding, helping** and **encouraging** staff to improve their performance over the long term so that they meet the defined standards of their organization.



- Helps staff to **meet the defined standards of their organization.**
- Service delivery standards or management standards define how and when work should be done.

# Transformation of Supervision

- Views about effective supervision have changed over the years.
- Traditionally, supervision was seen as an inspection of what a supervisee was doing and it was carried out by a «designated supervisor».
- In traditional supervision, a supervisor came in and went out quickly, and **talked at** the staff being supervised rather than **talked with** them.
- With this approach, supervision focused on identifying what had **not** been accomplished.



# What is Supportive Supervision?

- A facilitative approach to supervision that promotes **mentorship, joint problem-solving and communication between supervisors and supervisees.**
- It is carried out in as respectful and non authoritarian way with a focus on using supervision as an opportunity to **improve knowledge and skills of staff.**
- Depends upon **regular follow-up** with staff to ensure new tasks are being implemented correctly.
- Helping to make things work, rather than checking to see what is wrong.



**Process and Skills**

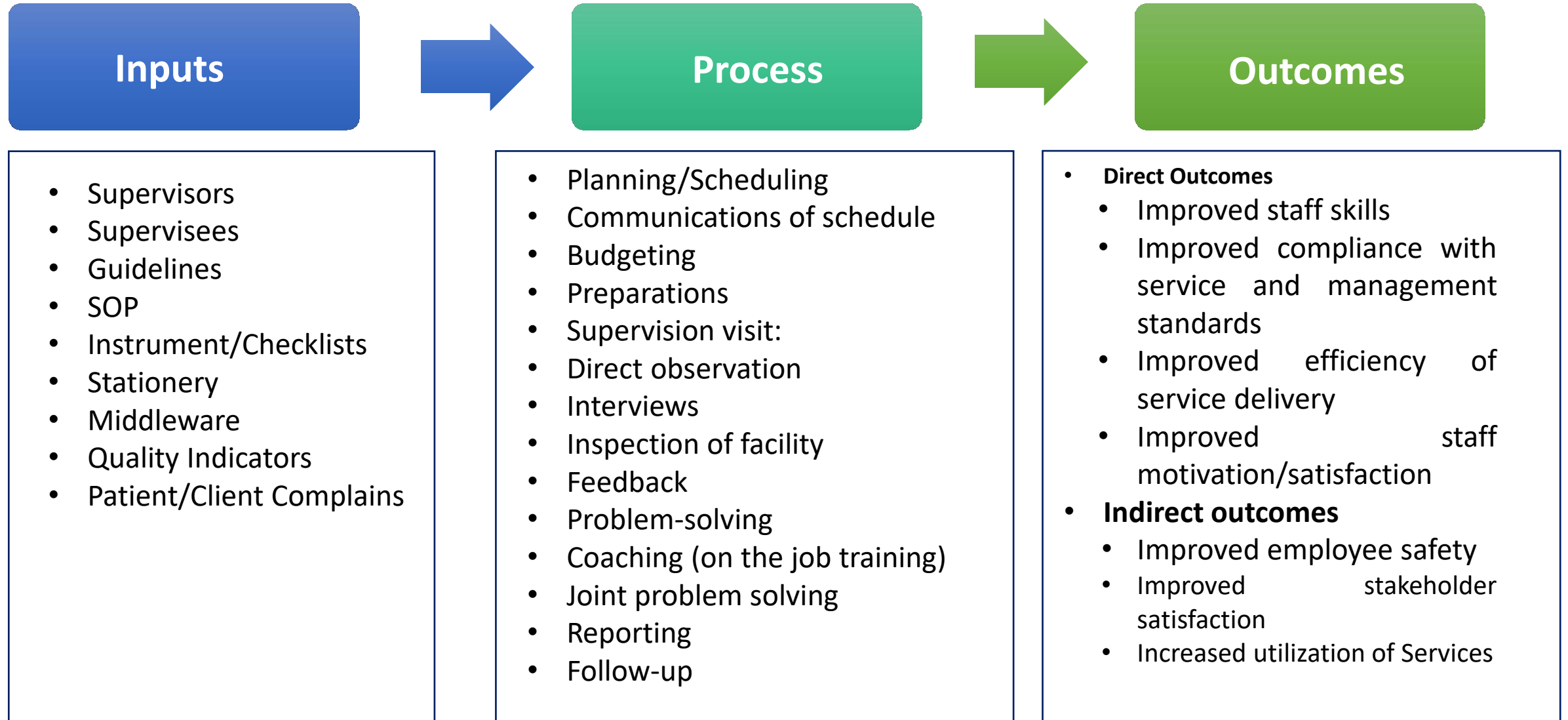
# Comparison of Traditional and Supportive Supervision

ACTION	TRADITIONAL	SUPPORTIVE
Who does the supervision?	External supervisors designated by the management structure	<ul style="list-style-type: none"> <li>• External supervisors designated by the management structure</li> <li>• Staff from other facilities</li> <li>• Colleagues from the same facility</li> <li>• Staff through self-assessment</li> <li>• Organizational Committees</li> </ul>
When does supervision happen?	During periodic visits by external supervisors	<ul style="list-style-type: none"> <li>• Continuously: during routine work</li> <li>• During team meetings</li> <li>• Confirmation visits by external supervisor</li> </ul>
How do supervisors prepare?	Little or no preparation	<ul style="list-style-type: none"> <li>• Supervisors review previous supervisory reports</li> <li>• Supervisors review reported achievements</li> <li>• Supervisors decide before the supervision visit on what they need to focus on</li> </ul>

# Comparison of Traditional and Supportive Supervision

ACTION	TRADITIONAL	SUPPORTIVE
What happens during supervision?	<ul style="list-style-type: none"> <li>• Inspection of facility</li> <li>• Review of records and supplies</li> <li>• Focus on fault finding</li> <li>• Little feedback or discussion of supervisor observations</li> <li>• Supervisors make most decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of performance and comparison to standards</li> <li>• Immediate feedback from supervisor</li> <li>• Joint problem solving on possible solutions to performance problems</li> <li>• Provision of technical updates and guidance</li> <li>• On-the-job training where necessary</li> <li>• Use of data to help identify opportunities for improvement</li> <li>• Follow-up on</li> </ul>
What happens after supervision?	No or irregular follow-up	<ul style="list-style-type: none"> <li>• Continuously: during routine work</li> <li>• During team meetings</li> <li>• Confirmation visits by external supervisor</li> </ul>
How do supervisors prepare?	Little or no preparation	<ul style="list-style-type: none"> <li>• Actions and discussions are recorded</li> <li>• Ongoing monitoring of weak areas and improvements</li> <li>• Follow-up on prior visits and problems</li> </ul>

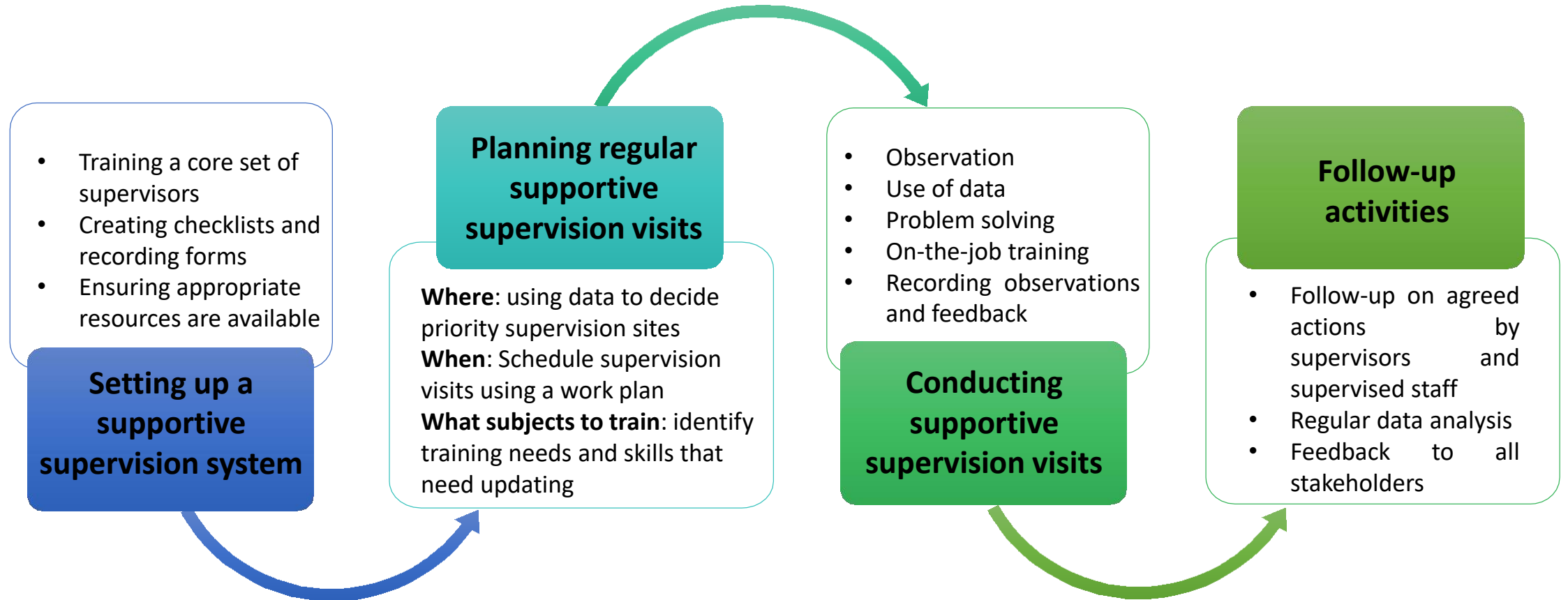
# Framework for Supervision towards Quality Improvement





# How To Conduct a Supportive Supervision

## Process



# Setting up a supportive supervision system

The three main **R**s for an effective supportive supervision system are:

## Right Supervisors

- A core set of supervisors, well trained on supportive supervision techniques and with updated information and skills on a particular issue.

## Right Tools

- Availability of training materials and job aids to update skills of health workers during supervision visits, and checklists and forms for recording recommendations and following up.

## Right Resources

- Sufficient tools and instruments, time allocated for supervision and follow-up.

# Planning regular supportive supervision visits

## Where

The most common criteria used for selecting priority areas include:

- Low Productivity
- Poor reports from previous supervision visits
- Areas with few or no visits in the past
- Frequent problems
- New staff who may need monitoring/training on practices
- Problems identified by the administration
- High risk departments
- Poor performance

## When

- Need to prepare a supportive supervision schedule
- Annual work plan
- The frequency of supervisory visits will vary with the situation
- Problem solving and motivation of the staff will demand frequent supervision if they are to result in improved performance
- New facilities or major changes in existing facilities , e.g. new staff, new responsibilities will require frequent visits.
- When planning the schedule, ensure that adequate time is available

## What

- A review of previous supervision reports, checklists or data analysis can assist in identifying which topics to cover during the visits.
- Always be prepared to use data - summary data, monthly reports, QC reports, complains, sentinel event reports, etc. as reference material.
- Prepare a agenda for the visit in advance, some training needs may become evident during the visit or during the discussions with the staff.

# Conducting supportive supervision visits

## Collecting Information

- Observing the facility environment and the workers performing
- Listening to workers
- Reviewing the records
- Using a checklist
- Reviewing recommendations of past visits
- Conducting a rapid survey

## Problem-solving and feedback

- Problem-solving with staff
- Describe the problem and its impact
- Discuss the causes of the problem with staff
- Implement solutions and monitor regularly
- Feedback to the staff concerned

## On-the-job training

- Six main steps when teaching a skill
- Explaining the skill or activity to be learned
- Demonstrating the skill or activity using a model or role-play
- Participants practicing the demonstrated skill or activity
- Reviewing the practice session and giving constructive feedback
- Practicing the skill or activity with clients under a trainer's guidance
- Evaluating the participant's ability to perform the skill according to the standardized procedure, if possible as outlined in the competency-based checklist

## Recording of results of supervision

- Recording the date of the visit, main observations, training given and agreed follow-up actions
- Preparing a supervision report and sharing the findings with the supervisees –either a copy or written/verbal summary, a bulletin, or organizing a seminar to discuss the results of the supervisory visits

# Follow-up activities

## What to do after a supervision visit

- Follow-up may include the following:
- Acting on issues you agreed to work on
- Involving workers in the planning process and working with them to develop checklists, job aids, monitoring tools, etc.
- Discussing equipment supply and delivery problems with higher levels
- Reviewing monthly reports and establishing regular communication with supervised staff to see if recommendations are being implemented
- Identifying career growth or leadership opportunities for the personal development of supervised staff

# Follow-up activities

## Conducting Follow-up Visits

- Ensuring problems identified at a previous visit do not persist
- Reinforcing with the workers that issues found during the last visit are still important
- Supporting the worker. If the problem has not been fixed, why not?
- Checking if past on-the-spot training has been effective
- Ensuring that the performance of the worker is being monitored and improved
- Allows the supervisor to have consistent messages
- Ensures the supervisor to confirm the visit is relevant based on previous visits and findings
- Ensures that even if different supervisors visit a work area, relevant supervision can still be provided.

# Different Roles of Supervisor

- Supervisors provide guidance to employees on how to conduct themselves in the workplace
- Model performance standards
- Provide guidance for acceptable and unacceptable behavior
- Walk the talk



**Role Model**

- Provide information
- Build employee skills
- Effectively deliver needed information, so employees can understand and learn
- Develop employee potential to learn

**Teacher**



- Encourage others to achieve desired results
- Create enthusiasm and commitment in others
- Aim to understand what motivates each individual



**Motivator**

Serve as a wise and trusted guide and advisor

Help staff achieve what they never thought or believed they could

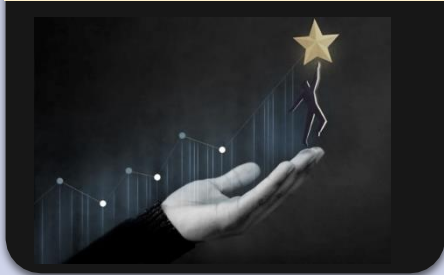
- In mentor role, the supervisor does not direct the employee's work
- Mentoring relationships are similar to coaching

**Mentor**



# Supervisor Key Competencies

## Maintain High Performance



Motivate your staff to achieve their best work

## Conduct Performance Reviews



Formal opportunity to review overall performance

Meet with employees individually

Review entire workplan, assess performance

Provide feedback, set goals

Develop action plan, professional development plan

Regularly scheduled basis (6-12 months)

Incorporate employee's comments in documentation

## Dealing with Performance Problems



Approach performance issues constructively

Give feedback

Work collaboratively to problem-solve

Look for underlying causes, try to address them

If necessary, pursue disciplinary action of termination

## Time Management



Finding time to supervise well is challenging

Plan ahead

Prioritize

Ask for advice/Support

Buşl in Free Time

Delegate

Minimize interruptions



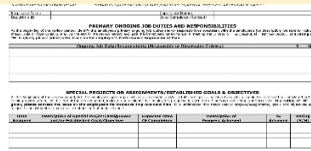
# Supervisor Key Competencies

## Gain Acceptance as a Supervisor



- Know your staff
- Advocate
- Listen
- Communicate openly
- Be consistent
- Respect
- Problem solve

## Develop Employee Workplans



- Meet with each employee individually
- Jointly develop performance objectives for a specified time period (3,6,12 months)
- Review workplans regularly, change as needed
- Supervisor and employee should agree on:
  - Major areas of responsibility
  - Performance standards

## One-on-One Meetings



- Regularly scheduled
- Weekly or every 2 weeks, Rarely missed!
- Focus on the staff member
- Discuss progress, challenges, successes
- Problem solve together as needed
- Provide positive feedback and corrective or constructive feedback as needed
- Aim for 30-60 minutes, in private
- Notes can help guide future follow-up

## Managing Conflict



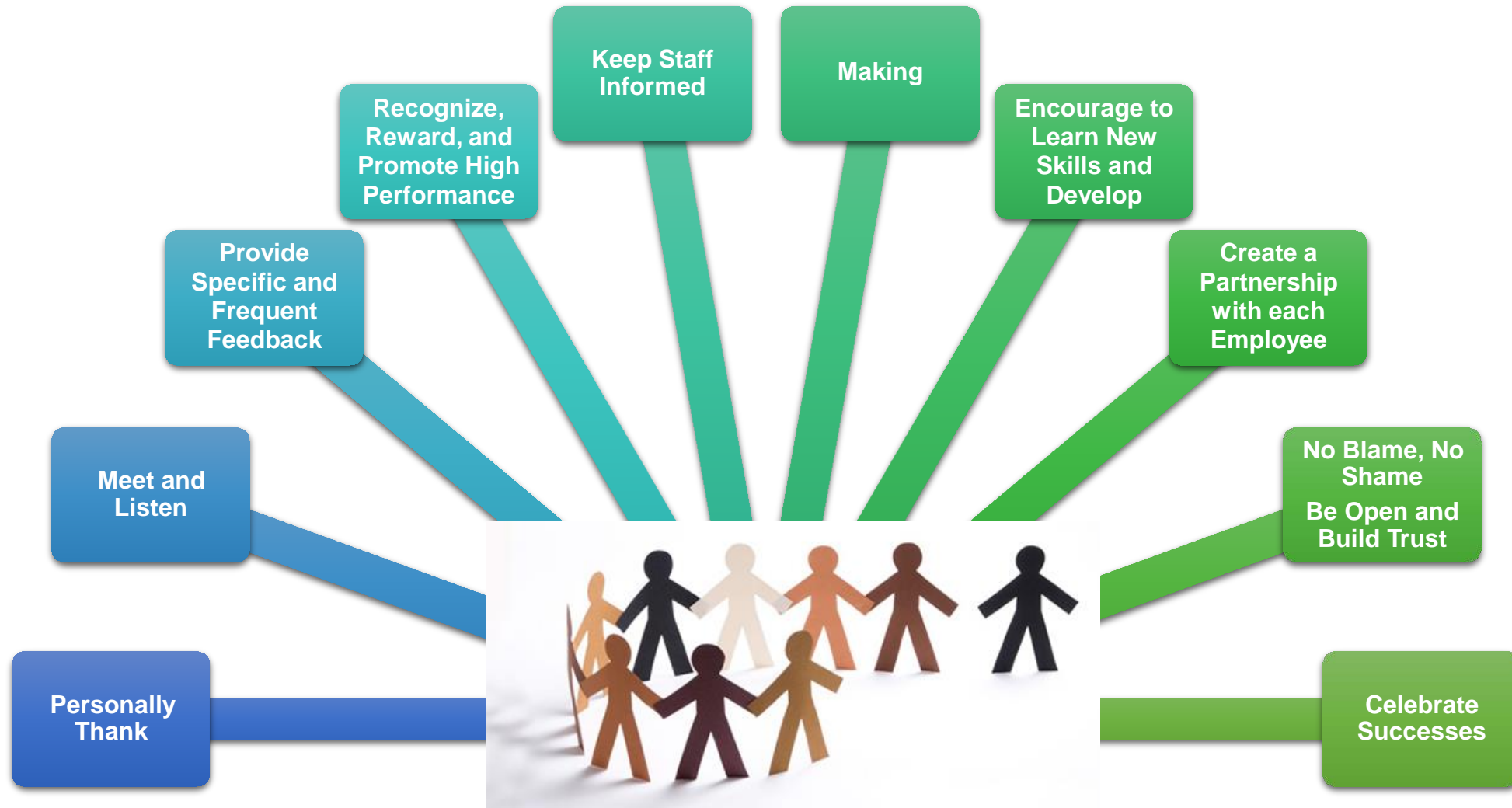
- Conflict is inevitable
- Conflict is not always negative
- It can help teams grow, consider new ideas, and produce good solutions
- Address and prevent destructive fighting and politics
- Promote and model productive, healthy conflict

## Counselling Troubled Staff



- Staff may need support, flexibility or assistance when dealing with a personal difficulty
- Personal difficulties can impact work performance
- Support staff to resolve personal difficulties
- Respect privacy, confidentiality
- Offer flexible schedule, re-assess workplans allow leave
- Adhere to appropriate policies
- Refer to an outside source for assistance, if possible

# Top 10 Ways to Motivate Staff



# Conclusion

- Supervisors carry great influence over their staff.
- Supportive supervision involves processes and skills
- Supportive supervisions requires staff motivation, quality, successful implementation of activities and projects, problem solving and quality improvement.
- Supervisors can serve as role models, teachers, motivators, and mentors to their staff.
- Supportive supervision;
- Provides the staff having opportunities for increased job satisfaction and see their work as part of larger picture,
- Encouragement and support to the organization in continuously improving the quality of services,
- Help sites translate institutional goals into services that clients want and need,
- Provides management with information about the quality of services being implemented and help identify constrains to improving the quality



# Thank You...

