

WELCOME TO SUPERVISING THE SUPERVISOR TRAINING

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Session 1



Icebreaker



- Divide into pairs
- Share something exciting that happened to you on your way to Kampala for this training / or this week.
- What are your expectations for this training?

Training Objectives

- Understand and explain the purpose of supervising sub-county trainers delivering VHT trainings
- Understand and explain the purpose of supervising sub-county supervisors while supporting VHTs to set up village health clubs or implement the Mobile VHT System
- Demonstrate supervisory competencies needed to supervise sub-county trainers and supervisors

Training Objectives (cont.)

- Demonstrate how to use the *Trainer and Supervisor Competency Checklists* to observe, give feedback, support and coach sub-country trainers and supervisors
- Know how to complete the Performance Appraisal Summary sheet, keep it in a secure file and use for subsequent visits to measure improvement
- Train supervisors to use *VHT Competency Checklist(s)* to observe, give feedback, support and coach VHTs

Why Supervision Training?

- Supervisors often act as inspectors rather than coach and mentors
- Inadequate discussion of past and future visits
- Inadequate identification of problem solving and implementation of solution seeking
- Supervisors commonly not trained in supervision
- No supervision or training strategy within ICCM
- Supervisors are often not supervised

Aim of Supervising the Supervisor

- Ensure quality of VHT training and supervision
- Develop sub-country trainers' competencies and offer them the best support possible to train and supervise VHTs
- Support VHTs in the new aspects of their role
- Build VHT confidence and capacity
- Monitor and collect data on process of implementation

Session 2



Objectives Session 2

- Define what is done during a supervision visit
- Describe the purpose of supervising sub-county trainers while training VHTs
- Describe the purpose of supervising sub-county supervisors while supervising VHTs
- List the skills and attitudes sub-county trainers/supervisors should demonstrate.

Small Group Questions

In small groups DHEs / MFPs:

- Define what you do during a supervision visit within your role.

Plenary Questions

- What is the purpose of supervising sub-county **trainers** while they deliver training to VHTs?
- What is the purpose of supervising the sub-county **supervisors** supervising VHTs after training?

Purpose of Supervised Training & Supervision

- For VHTs to receive best quality training / supervision
- Ensure quality implementation of training / supervision
- Offer support to sub-county trainers / supervisors to improve their competency and proficiency
- Offer coaching and mentoring to VHTs to improve their performance

Plenary Questions

- What **skills and attitudes** would you like to see:
 - sub-county **trainers** demonstrate while training VHTs?
 - sub-county **supervisors** demonstrate while supervising VHTs?

Skills and Attitudes—Training

- Trainer is well prepared for all sessions in advance
- Demonstrates excellent participatory facilitation skills and manages time effectively
- Trainer assumes full responsibility to carry out their role
- Trainer collaborates with others
- Keeps VHTs attentive, involved and engaged
- Gives constructive feedback to VHTs
- Is always appreciative and respectful by saying ‘thank you’ for VHTs’ contributions

Skills and Attitudes—Supervision

- Assesses VHTs' competencies by noting down specific examples of knowledge, skills, & attitudes
- Always praises positive behaviours and encourages the VHT to continue them
- Plans and prepares for supportive supervision in advance
- Works with the VHT to develop a plan to resolve the problem

Skills and Attitudes—Supervision (cont.)

- Trains, coaches and mentors VHTs to address their learning needs
- Discourages bad practices by gentle correction and demonstrating the correct practices
- Helps VHT solve problems jointly through active dialogue to seek solutions
- Promotes the status of the VHT in the community

Session 3



What is Supportive Supervision?

- The process of **guiding, helping and encouraging** staff to **improve the quality of their performance** so that they meet the defined standards of their organization

- **Assess performance, provide feedback, identify opportunities for improvement**, within a supportive environment

Objectives of VHT Supervision

- Ensure VHT is functional
- Assess core competencies related to basic functions with an emphasis on skill building
- Review register and reporting of VHTs
- Assess that VHTs have needed supplies and equipment
- Assess drug management
- Assist VHTs to find solutions to problems
- Build linkages between VHTs, community and health centre

Supportive Supervision Skills

- **Active listening** is a way of communicating that shows the other person that you are interested in what they are saying
- **Giving feedback** is the opportunity to tell others constructively what they have done well and what needs improvement
- **Problem Solving Through Dialogue** involves both the Supervisor and the VHT working together to jointly to discuss challenges the VHT is having
- **Coaching and Mentoring** is about finding resources and training opportunities; providing guidance and emotional support when needed

Active Listening

- Looking at the person you are communicating with.
- Not interrupting
- Showing the other person you understand what they are saying by:
 - nodding
 - smiling
 - saying you understand
 - Restating or summarizing what you think the other person said by repeating what you heard in your own words and asking the other person to confirm you understood correctly
- Asking questions if you do not understand



Session 4



What are Competencies?

- **Knowledge, skills, abilities, and attitudes** that help define a
 - specific level of performance
 - to a specific standard
 - for specified circumstances
- Define the essential **functions of a role or job**
- Form the foundation for curriculum development, training, capacity building, supervision, certification, and **performance improvement**
- **Observable, measurable**, developed to reinforce future expected performance

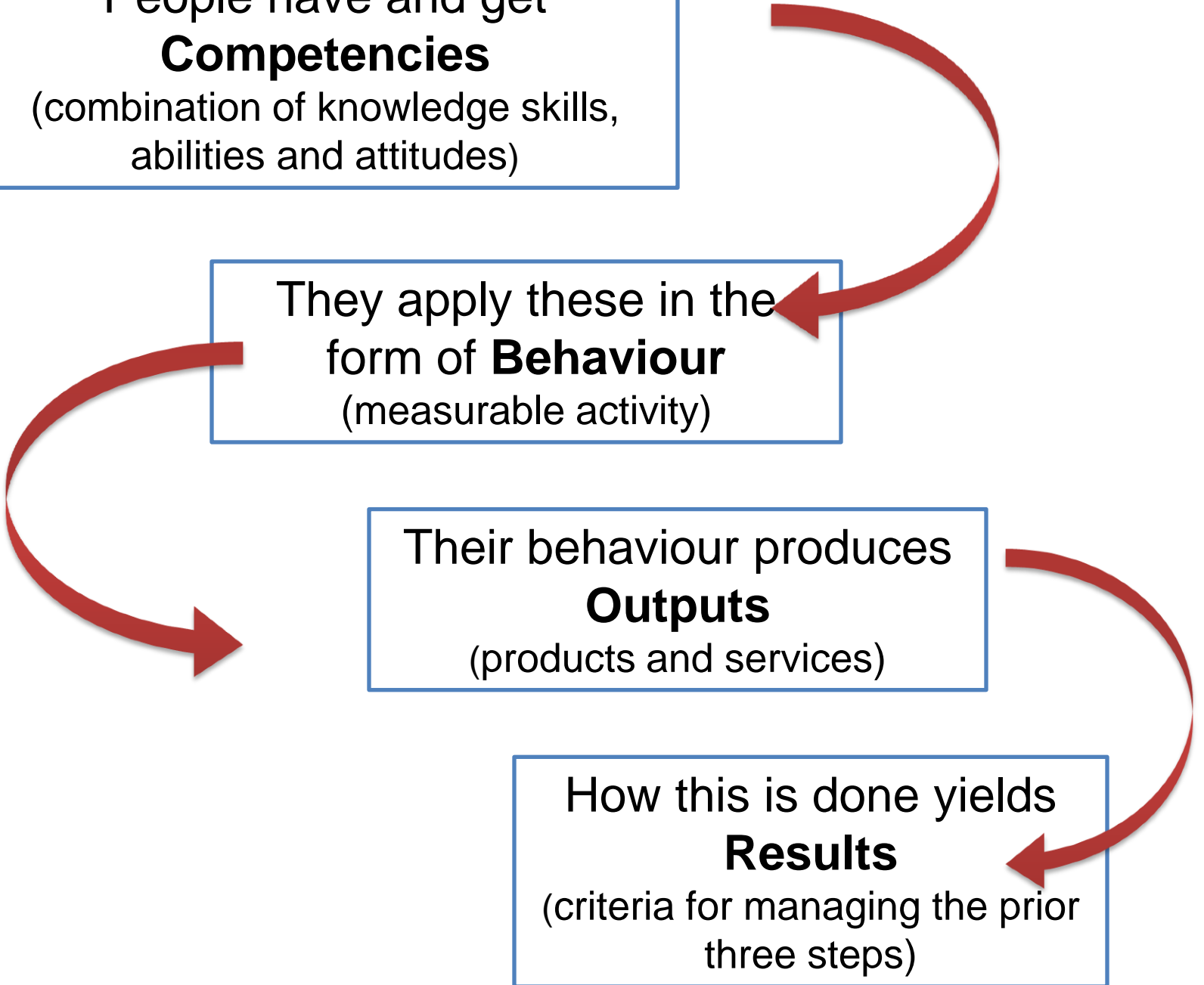


People have and get
Competencies
(combination of knowledge skills,
abilities and attitudes)

They apply these in the
form of **Behaviour**
(measurable activity)

Their behaviour produces
Outputs
(products and services)

How this is done yields
Results
(criteria for managing the prior
three steps)



Supervising the Supervisor Cascade

DHOs

DHE and MFP

Sub-county
Trainers and
Supervisors

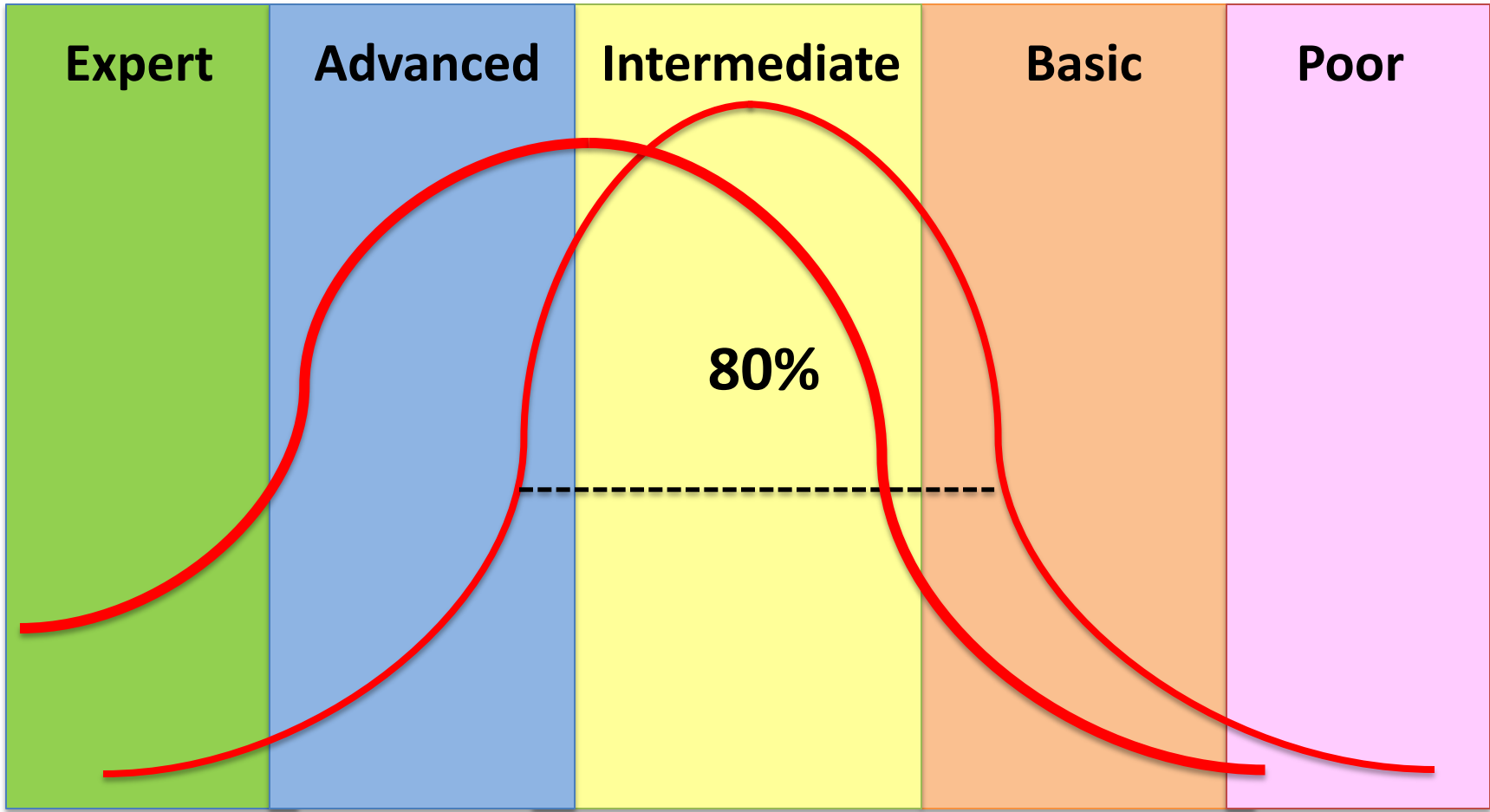
VHTs

- Village Health Club
- Mobile VHT System



Improved quality health care
Identify and resolve problems
Endorse a set of uniform standards
Improved VHT motivation

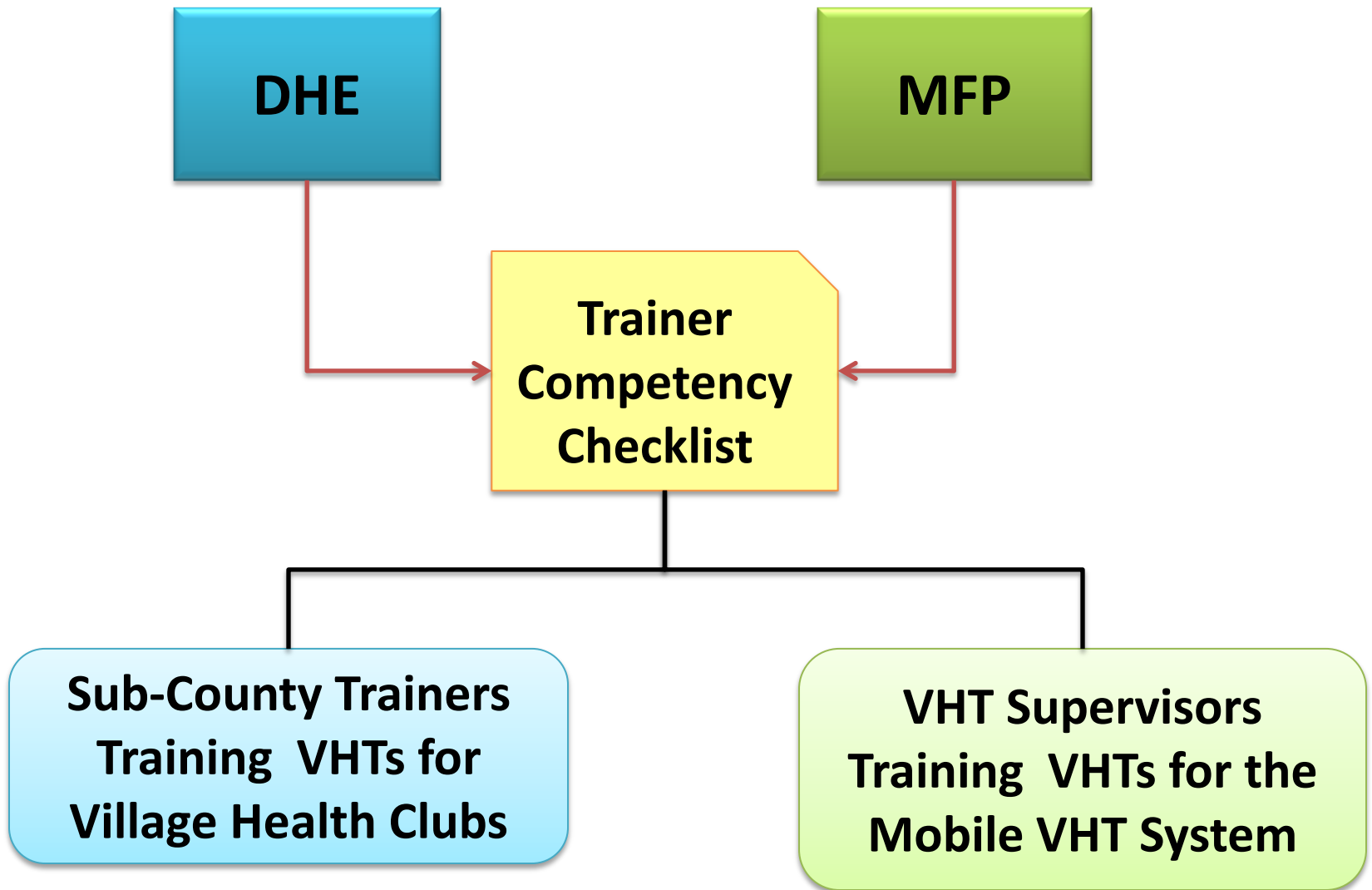
Performance Improvement Continuum



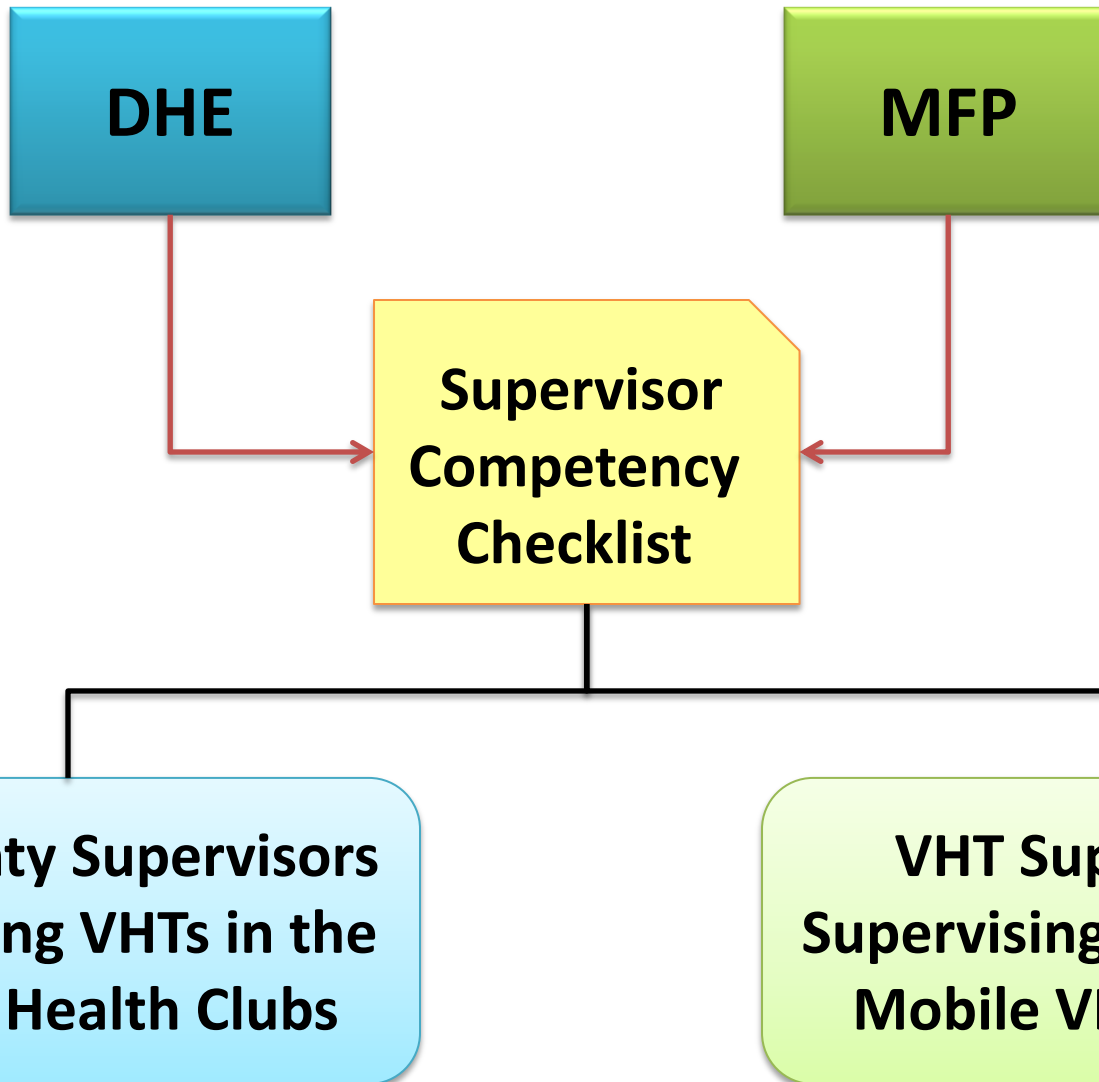
High performing VHTs

Low performing VHTs

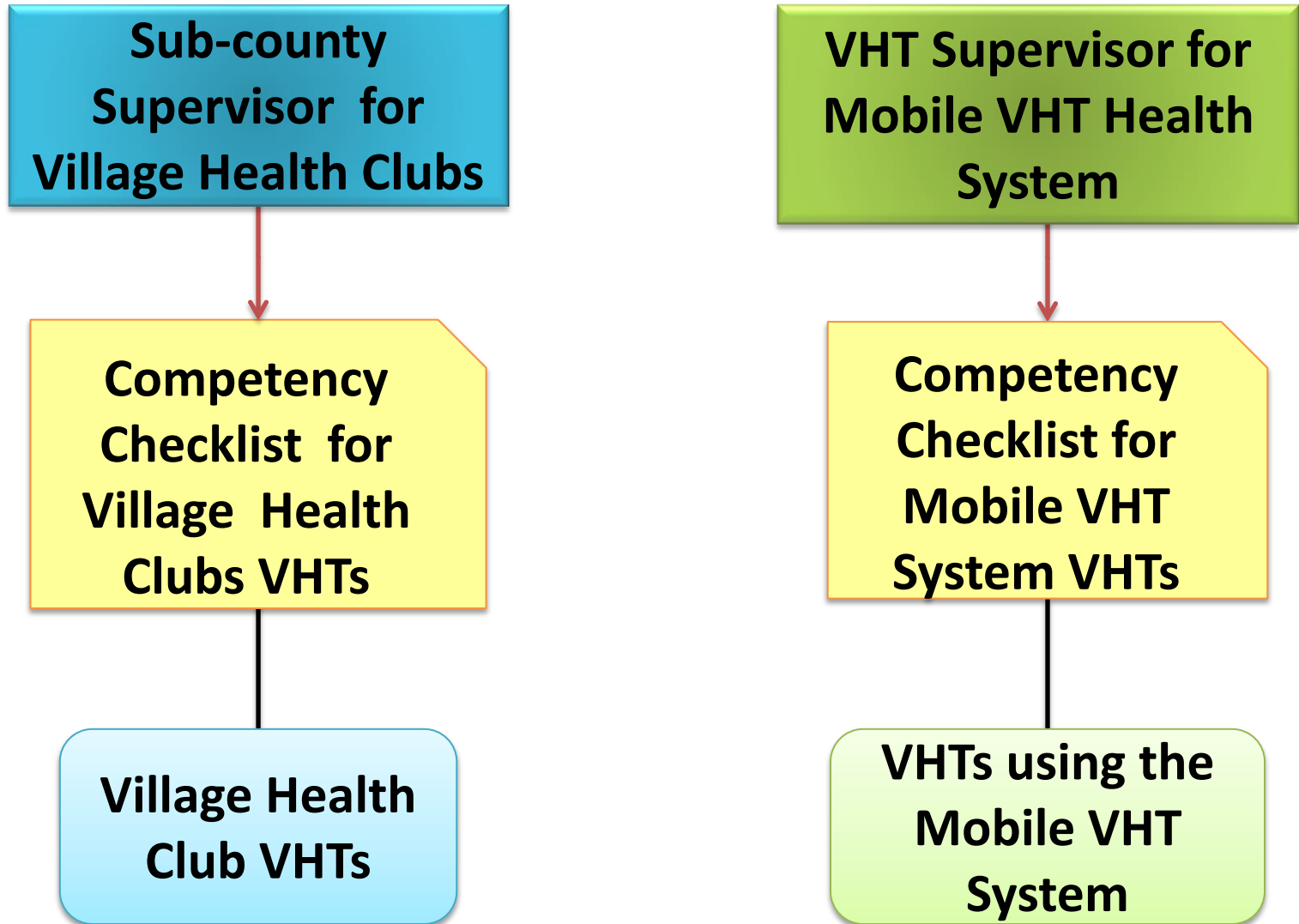
Supervision of Training



Supervision of Supervisors



Supervision of VHTs



**The highest level of leadership
is about developing others to
perform and succeed**

Session 5



Training Proficiency Levels

5	Expert	Capable of handling all assignments involving this competency and may serve as a role model and/or coach to others. Can perform duties train without assistance. Does NOT require coaching in order to improve.
4	Advanced	Capable of handling most day-to-day assignments involving this competency. Can perform the majority of duties without assistance. May need some coaching in order particularly for difficult or unique situations.
3	Intermediate	Capable of handling many day-to-day assignments involving this competency. Can perform most of the duties without assistance. Needs some coaching in order to improve
2	Basic	Capable of handling some assignments involving this competency. Not capable of performing most of the duties without assistance. Needs coaching in order to improve.
1	Very Poor	Capable of handling the simplest of assignments involving this competency. Not capable of performing most duties. Needs significant coaching in order to improve.

Trainer Core Competencies (5)

1. Prepares for the training in advance, assumes responsibility, and collaborates with others
2. Follows the Trainer's Guide and uses the training tools effectively
3. Demonstrates technical knowledge of key concepts and skills
4. Demonstrates participatory facilitation skills, manages time effectively, and keeps VHTs attentive, involved, and engaged
5. Gives VHTs constructive feedback and coaches VHTs to develop required ICCM competencies and skills

Scoring the Competencies

- Observe the individual while they are performing their job duties and rate them based on the level of proficiency they demonstrate
- Make small marks in the skill area which describes the competencies you see
- Write down comments of specific examples for why the score was selected
 - what was done well / what needs practice
- You may not be able to observe for ALL the skills described

Scoring (cont.)

- If you observe one skill in level 4 and another in level 3, then you must choose the lower rating;
 - you can only score the higher level if ALL skills are demonstrated in that higher level
- Score the trainer in each core competency with a proficiency score of 5, 4, 3, 2 or 1.
- Add up the scores.
- Discuss your score and your observations with other observers.
- Compare results and reach an agreement for a score in each core competency.
- Add the agreed proficiency level scores to determine the final score

Task 1: In Pairs

- Go through the **Trainer Competency Checklist** to get to know it for yourselves.
- In your experience which level is the most common that you have seen among trainers at different levels of the system?

Task 2: Case Scenarios

- Work in pairs
- You will work on 2 case scenarios which describe the training performance of sub-county trainers training VHTs
- Use your Trainer Competency Checklist to assess the trainer
- As you read the scenario make ticks on the checklist
- Then decide on your score (individually, then compare with your partner)
- Come up with a final score and justify your decision.
- Repeat the process with the 2nd case scenario

Session 6



Supervisor Proficiency Levels

3	Proficient	Supervisor is capable of demonstrating all of the skills needed for this core competency and may serve as a role model and/or mentor others. Is able to supervise VHTs confidently without assistance. Does NOT require coaching in order to improve.
2	Satisfactory	Supervisor is capable of demonstrating most of the skills needed for this core competency. May need some mentoring in order improve, particularly for difficult or unique problem solving situations.
1	Poor	Supervisor is capable of demonstrating some of the skills needed for this core competency. Needs regular support and mentoring in order to improve.

Supervisor Core Competencies (6)

1. Plans and prepares for support supervision visits in advance
2. Assesses VHTs competencies during interactions with the community member(s)
3. Gives VHTs feedback on their performance and encourages them to continually improve
4. Trains, coaches and mentors VHTs to address their learning needs observed and provides new technical information as needed
5. Helps VHTs to solve problems jointly through active dialogue
6. Motivates VHTs to deliver high quality care and services in the community

Core Competency	Proficient 3	Satisfactory 2	Poor 1	Score
Plans and prepares for support supervision visits in advance				
Assesses VHTs competencies during interactions with the community member(s)				
Gives VHTs feedback on their performance and encourages them to continually improve				
Trains, coaches and mentors VHTs to address their learning needs observed and provides new technical information as needed				
Helps VHTs to solve problems jointly through active dialogue				
Motivates VHTs to deliver high quality care and services in the community				

Today

- Role play and feedback
- Supervisor role play
- Reflection
- Teaching VHT checklist
- Next steps and evaluation
 - Trial and test approach

Role Play – supportive supervision

- In your pairs read the role play card carefully – notice there are:
 - 6 core competency areas, a score for each area, reasons for the score & ways to improve.
- Decide which person will be the sub-county trainer and which will be the DHE / MFP supervisor
- Spend 5 minutes looking through the checklist thinking of questions DHE / MFPs can ask sub-county supervisors to help them improve on the points identified.
- Sub-county supervisors think of answer to give to those questions.

Debrief after role play

- How did the DHE / MFP supervisors feel their performance went as supervisor of supervisors?
- How did the sub-county supervisor feel the supervision went?
- Which supervisory skills were used?
- Things done well?
- Points for improvement?

Points for Reflection

- How can we encourage sub-county supervisors to better prepare for VHT supervision visits?
- How can we use the supervisor competency checklist to encourage sub-county supervisors to improve the areas where they are weak?
- What can be done with supervisors who are very weak and who need more support?

Session 6



VHT Proficiency Levels

3	Proficient	VHT is capable of demonstrating all of the skills needed for this core competency and may serve as a role model and/or mentor others. Is able to demonstrate key knowledge, attitudes and skills confidently without assistance. Does NOT require coaching in order to improve.
2	Satisfactory	VHT is capable of demonstrating most of the skills needed for this core competency. May need some mentoring in order improve particularly for difficult skills, e.g.: unique problem solving situations.
1	Poor	VHT is capable of demonstrating some of the skills needed for this core competency. Needs regular support and mentoring in order to improve.

VHT Core Competencies Village Health Clubs (4)

1. Mobilises, organises and prepares for village health club meetings in advance and in collaboration with others
2. Demonstrates key knowledge and attitudes in setting up and running successful and sustainable village health clubs
3. Demonstrates participatory facilitation skills through a participatory empowerment approach
4. Motivates and inspires village health club members to engage in club meetings, and motivates VHTs to provide quality ICCM services

Core Competency	Proficient 3	Satisfactory 2	Poor 1	Score
Mobilises, organises and prepares for village health club meetings in advance and in collaboration with others				
Demonstrates key knowledge and attitudes in setting up and running successful and sustainable village health clubs				
Demonstrates participatory facilitation skills through a participatory empowerment approach				
Motivates and inspires village health club members to engage in club meetings, and motivates VHTs to provide quality ICCM services				

VHT Core Competencies Mobile VHT System (5)

1. Correctly assesses, classifies, refers, treats, and reports all ICCM patients under 5 years
2. Gives caregivers accurate referral, treatment, and prevention counselling
3. Uses the mobile phone to send weekly patient reports
4. Uses the mobile phone to send accurate stock balances of medicines and supplies
5. Follows the mobile phone and solar charger usage policies and guidelines

Core Competency	Proficient 3	Satisfactory 2	Poor 1	Score
Correctly assesses, classifies, refers, treats, and reports all ICCM patients under 5 years				
Gives caregivers accurate referral, treatment, and prevention counselling				
Uses the mobile phone to send weekly patient reports				
Uses the mobile phone to send accurate stock balances of medicines and supplies				
Follows the mobile phone and solar charger usage policies and guidelines				

Training on VHT Competency Checklist – Practice Sessions

Discuss and the demonstrate how you would:

- Train Supervisors about core competencies and proficiency levels
- Train Supervisors how the scoring works, using examples
- Train Supervisors to understand the descriptors in relation to the core competencies and levels of proficiency
- Explain how to use the *VHT Competency Checklist* to give supportive feedback and coach and mentor VHTs using supervisory skills

Session 7



Review Questions

- How can we make sure that sub-county trainers prepare and deliver quality VHT trainings?
- What kind of activities can we use to refresh VHTs' knowledge on key concepts and on facilitation skills?
- Name some useful ways of using the supervisor checklist / master supervisor checklist to give constructive feedback to sub-county supervisors