The Family Planning Management Training Project

PN-ABF-890
ISN 67914

Workshop Report
Supervision of Family Planning Programs
with the
Ministry of Social and Women's Affairs
28 May - 8 June 1990
Yaounde, Cameroon

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July 1990

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I. INTRODUCTION

This report summarizes the major administrative and technical activities that led to the successful implementation of the Family Planning Management workshop held in Yaounde, Cameroon from 28 May to 8 June 1990. The complete technical reports (French and English versions) are in Annexes 1 and 2. This workshop was conducted by the Family Planning Management Training Project (FPMT) through a USAID buy-in from its Family Health Initiative (FHI) Project. This year's program of activities includes the above workshop, a workshop on supervision and a follow-up consultation to assess the results of the workshops.

The principal Cameroonian collaborating organization was the Ministry of Social and Women's Affairs (MINASCOF) which is responsible for all demographically related activities including family planning. The Ministry assumed overall administrative responsibility for this workshop including invitation, nomination and selection of participants. Altogether there were twenty-five participants. The majority were from the Ministry -- 17 Directors of Women's Centers and six Central Level Officials. Two staff members of the Save the Children Family Planning Project also attended.

The workshop focussed on the development of skills in supervising family planning programs, preparing supervisory instruments and conducting supervisory visits.

The responses to the workshop in the evaluations were uniformly high with regard to overall utility of the workshop, its content, methods and trainers.

II. BACKGROUND

This workshop is part of a series of activities in the areas of management, clinical training, IEC and policy formulation being conducted by various cooperating agencies under buy-ins from the AID/Cameroon FHI project. The activities are being carried out in anticipation of a bilateral population program. In May 1988, FPMT participated in the initial design of these activities which are aimed at channelling resources to help the Government of Cameroon broaden its programs in family planning.

FPMT's support to the above efforts via management training is directed principally to the network of Women's Centers. The first workshop held in January 1989 reached seven Directors. The current workshop trained 17. So far, nearly all of the Directors have been trained, during one or more of the workshops, in basic planning skills including formulating goal objectives and targets, preparing work plans, writing budgets based on program activities, preparing job descriptions related to program manpower requirements and establishing appropriate monitoring and evaluation procedures.

The workshop was originally scheduled for early May 1990 but was postponed for two weeks. A representative for the Minister of Social and Women's Affairs addressed the participants at the opening and closing ceremonies, discussing the national population policies, the mandate and role of the Ministry in developing responsible parenthood programs in urban and rural areas, and the importance of an approach to family planning programs with the underlying philosophy of freedom of choice.

III. ADMINISTRATION

A senior official of the Ministry coordinated the overall administrative activities and management of workshop logistics from the planning to the implementation. A workshop administrator seconded from UNDP was designated as financial officer for the workshop and administered all local funds covering participant and direct costs. The FPMT buy-in covered the cost of facilitator-trainers, training materials and participant expenses. The Ministry provided workshop supplies.

The workshop was held at a local rural development and teacher training institute.The Ministry provided secretaries and basic office equipment to prepare additional materials, group work reports, and the draft of the final report.

IV. PARTICIPANTS

There were 25 full time participants. There were 20 Francophone participants and five Anglophone participants. They were divided into two groups, each with a full time facilitator. The list of participants follows:

1. Mme. Agnès Julienne ADAMA
   Directrice, Maison de la Femme, ABONG-MBANG
   MINASCOF

2. Miss Monica EFFIONG
   Directress Mundemba Women's Center, NDIAN
   MINASCOF

3. Mrs. Agwi Catherine ATANGA
   Directorate of Women's Advancement and Women's Educational Service
   MINASCOF

4. Mlle. Marie Colette NDZOUGOU
   Directrice, Maison de la Femme, FOUMBAN
   MINASCOF

5. Mme. Marie Louise CHEKEM
   Chef de Service Adjoint de l'Action Démographique
   Direction de la Protection de l'Individu et de la Famille
   MINASCOF

6. Mme. Marie-Thérèse NGOMBAHENIG
   Directrice, Maison de la Femme, POUMA
   MINASCOF

7. Mme. Julienne NGOUMOU
   Directrice, Maison de la Femme, BAFOUSSAM
   MINASCOF

8. M. Joseph-Emmanuel NGUIDJOL
   Coordinateur Projet de Planning Familial
   Save the Children

9. Mme. Collette NOPOUDEM
   Directrice, Maison de la Femme, MBOUDA
   MINASCOF

10. Mrs. Eyere Veronica OBI
    Directress Women's House, MAMFE
    MINASCOF

11. Mme. Marie Marcelline OYIÉ
    Assistante Sociale Directrice
    Maison de la Femme, NKOLNDONGO
    MINASCOF

12. Dr. Stella Bengle Bongwa ZEKENG
    Save the Children

13. Mme. Christine NLEND
    Directrice, Maison de la Femme
    DOUALA
    MINASCOF

14. Mme. Suzanne EPEE
    Direction de la Promotion Feminine
    MINASCOF

15. Dr. Suzanne MOLU
    PMI Centrale, Yaounde
    MINISTERE DE LA SANTE

16. M. Tanrang DOUMARANG
    Chef du Secteur Departmental,
    MINASCOF

17. Mme. Laurantine-Flore ELONG
    Directrice, Maison de la Femme, EDEA
    MINASCOF

18. Mme. Emma-Victorine KAMSU-KOM
    Directrice, Maison de la Femme, TSINGA, Yaounde
    MINASCOF

19. Mme. Amaya YADJI
    Directrice, Maison de la Femme, MOKOLO
    MINASCOF

20. Mrs. Theresa EGBE
    Directress
    Women's Center, KUMBA
    MINASCOF

21. Mrs. Comfort EFFION
    Division of Responsible Parenthood
    MINASCOF

22. Mme. Hadidja YOUSSOUF
    Directrice
    Maison de la Femme, Garoua
    MINASCOF

23. Mlle. Marcelle MBAH
    Directrice, Maison de la Femme, BAFIA
    MINASCOF

24. Mme. Therese TIENTCHEU
    Directrice, Maison de la Femme, BAFANG
    MINASCOF

25. Mme. Clothilde AMBANI
    Directrice, Maison de la Femme, AKONOLINGA
    MINASCOF

V. TRAINERS

There were two trainers:

1. Saul Helfenbein, Chief of the Africa/Asia Division, FPMT

2. Lielie Bula-Bula, Consultant from Zaire

VI. WORKSHOP PREPARATIONS

The basic core materials for the workshop's five modules were prepared in French and English in Yaounde by Mr. Helfenbein and Mr. Bula-Bula The materials consisted of course objectives, exercises, handouts, reading materials, and a series of personal managerial capacity diagnostic instruments and short handouts on subjects related to the module themes.

VII. WORKSHOP CONTENT AND METHODS

The workshop focussed on the development of skills in supervision of family planning programs suitable for organizations such as Women's Centers. The training program's modules dealt with the concepts of supervision, the planning of a supervisor program, the conduct of supervisory visits, and the giving and receiving of feedback.

The workshop was designed to lead participants through each of the steps in formulating a program of supervision for family planning programs to established in the Women's Centers. The subject matter for each module was presented in a short lecture. Lectures were followed by exercises and a presentation of group work results. Each exercise built upon the results of the previous ones. A field exercise was developed to permit participants to test a supervisory instrument which they had developed.

In addition to the formal structured learning approach to developing supervisory skills, facilitators introduced each module with a diagnostic management tool to enable the participants to determine their performance capabilities as managers in leadership and communication. These diagnostic tests were both instructive and amusing and offered a congenial balance between functional and organizational aspects of management. Detailed technical reports for the Francophone and Anglophone groups are attached (see Annex 1 and 2).

VIII. EVALUATION

Each module was evaluated individually. Participants were uniformly satisfied with the content and conduct of each module. The workshop was rated on seven indices on a scale of one (unacceptable) to five (excellent). The results are as follows:

Indicator	Score
1. Overall Rating	4.8
2. Objectives Met	4.5
3. Utility	4.8
4. Learning Materials	4.5
5. Relevance of Materials	4.3
6. Teaching Methods	4.5
7. Instructors	4.9

IX. NEXT STEPS

This workshop completed the current FPMT buy-in to USAID/Yaounde's FHI Project. A planned follow-up can not be carried out under FPMT owing to lack of funds. The shortfall was due to the fact that it was necessary to conduct four workshop under this buy-in rather than the two originally planned because of the need to accommodate both French and English speaking participants. USAID/Yaounde is making attempts to identify funds for the follow-up and a tentative schedule and follow-up plan were prepared in collaboration with the MINASCOF in case funds are made available.

This workshop ends the current FPMT program in Cameroon. The pace of development of the family planning program in Cameroon is accelerating. The SEATS Project will be providing support in order to establish family planning clinics around the country. Included in these clinics are six of the Women's Centers whose directors participated in the first of the FPMT workshops on local planning.

When FPMT began its management development activities in Cameroon in early 1989, the MINASCOF was the only institution with a clear mandate and interest in the area of family planning. Now this has broadened and the Ministry of Health has established a unit to deal with family planning matters. Further management development activities will be required. Several suggestions were made for a continuing program of management development:

1. Replicate the two courses on local planning and supervision given for MINASCOF personnel for MOH regional health officers and

family planning clinic personnel. Also train local trainers to continue management training as the family planning program expands.

2. Provide technical assistance to the MOH department responsible for family planning related matters to set up systems for ensuring effective coordination among MOH, MINASCOF and PVO family planning programs. Emphasis would be placed on setting up a Management Information System to monitor program activities, costs and service results.

3. Continue to provide training and technical assistance to the MINASCOF Women's Centers in MIS, financial management, human resources, management, etc. to ensure the delivery of quality family planning services and to develop sustainable family planning programs.

X. CONCLUSIONS

The workshop was judged a great success by all the participants. It received considerable media coverage as had previous workshops. This workshop, like the previous ones in one in January 1989 and March 1990 provided considerable impetus for the rational planning of family planning endeavors through the infrastructure of Women's Centers under the auspices of the Ministry of Social and Women's Affairs. The time is ripe to extend management development efforts to the MOH and to the individual Women's Centers.

ANNEX 1

Ministère des Affaires Sociales
et de la Condition Féminine

FPMT/USAID-CAMEROON

TECHNICAL REPORT

WORKSHOP ON SUPERVISION
OF FAMILY PLANNING PROGRAMS.

28 MAY - 8 JUIN 1990.

Ministère des Affaires Sociales
et de la Condition Féminine

FPMT/USAID-CAMEROUN

SEMINAIRE-ATELIER SUR LA SUPERVISION DES PROGRAMMES DE PLANIFICATION FAMILIALE

OBJECTIVES

At the end this workshop participants will be able to :

1). Explain the concept of supervision
  1.1. Give an operational definition
  1.2. List the most important elements

2). Plan a program of supervision
  2.1. Prepare a set of supervisory instruments
  2.2. Prepare a supervisory schedule
  2.3. Prepare a budget for conducting a supervisory program

3). Conduct the supervisory activity
  3.1. Identify the activities to undertake during the supervisory process
  3.2. Carry out supervisory visits
  3.3. Identify professional deficiences

4). Give feedback based on data obtained during supervisory visits
  4.1. List the characteristics of effective feedback
  4.2. Give effective feedback based on a supervisory visit
  4.3. Prepare an outline for a supervisory report.-

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DAY 1 *28 MAY 1990*

1. *Theme : Concepts of Supervision*

2. *Objectives*

   1. *Explain the concept of supervision*

   1.1 *Give an operational definition of supervision*

   1.2 *List the major elements in supervision.*

3. *Methods :*

   - *Discovery*

4. *Activities*

   - *Self test on Ability to negotiate*
   - *Case study on supervisory situation*
   - *Group discussion on elements of supervision*

5. *Results*

Following the official opening ceremony of the workshop, participants tested themselves on their abilities as negotiators. A test instrument was used to score them on the importance they gave to the desire to obtain results and the importance they attached to communication.

In the discussion which ensued, the following points were stressed.

- *Negotiation is an important aspect of daily and professional life.*
- *Without effective negotiations that lead to mutual agreement and compromises on differing points of view, need, and interests, work does not get done and results are not achieved.*
- *Without effective negotiation, people become dissatisfied and frustrated.*

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Participants reviewed the five steps to successful negotiation. These are

1. *Exchange information on different needs, points of view, and interests*
2. *Identify mutual expectations, that is, areas of common interest and need*
3. *Formulate common goals and results to be obtained*
4. *Plan how to solve problems which may arise in realizing objectives and in achieving results*
5. *Set time period to review expectations and objectives.*

It was pointed out that in most instances, when people negotiate they cover steps 1 and 2, however, they seldom go through the remaining steps. This often leads to unsatisfactory negotiation and thus to disappointments and frustration.

Participants then identified the various situations were negotiations play an important role. These included workshop contracts, recrutment and hiring of personnel, planning programs, and finally, supervising workers. They then proceded to negotiate the workshop contract.

This involved a review of the workshop objectives, workshop methods, and workshop programs. After reviewing the above they accepted the objectives and established workshop behavioral norms including : punctually, mutual respect for each other's opinion, team work and mutual help to carry out all workshop activities, openness and free exchange of ideas and experience.

The participants then began their discussion of the first objective : Explaining, the concept of supervision. Participants undertook an analysis of three short cases to try to identify the principal elements of supervision in order.

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to arrive at an operational definition of supervision. (See Annex 1 for the three case).

The results of the case study are presented below :

	The Whip	The Mess	The Fist - Fight
	CASE # 1	CASE # 2	CASE # 3
1) Problems	- Is Chief of center bo boss - Is lack of c.. u nication ? - Gossip among staff - Jealousy among staff - Dissatisfaction - Lack of mutual under-stand among staff - Mis under standing - Chief of service insen sitive to needs of staff	- Negligence of duty - Lack of coordina-tion who the nig-ht staff a lack of cooperation - Role conflict.	- Misundertanding tho nurse x nightwith - Lack of duty cons-ciousness on the palt of the nurse - Nurse is nossylshe should mind her own business - Night watch is not the hospital time keeper.
2) Causes	- Chief was sent for training in FP. He is the only one. The other staff are angry. They could have also wanted to go, so they are dis satisfied. - Reasons why the chief was selected to be trained in F.P. - Were not genuine.	- Lack of organiza tion - Poor supervision - Job not well de-fined.	- Lack of supervision - Jobs are not well defined - Lack of communica-tion among staff
3) Consequences	- Dissatisfaction among staff - Decline in the number of acceptors, by 25 % - Workers refuse to carry out their tasks - Unhealtly work atmos-phere in your F.P. cen ter.	- Dissatisfaction among staff - Dirty materials in laboratory	- Fights between your staff - Jobs are not proba-bly done
4) Solutions	- Have a staff meeting to let everyone express their views about what	- Have a staff mee-ting to redefine tasks - Improve supervi sion	- Redefine jobs among staff - Dutry consciouness - Institute Rules regulations

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	is going on and why - Organize on the spot training for your workers. - Do a Job description and division of labour among staff		

In the ensuing discussion, the following points were emphasized for each case : Different types of conflicts, different types supervisory styles, different types of consequences related to output, quality of services, and work environment.

CASE STUDY ANALYSIS

WHAT TO LOOK FOR	CASE 1	CASE 2	CASE 3
PROBLEMS	- Conflict between chief and workers - Refusal to work	- Conflict between groups of workers - Failure to observe technical norms	- Conflict between individual workers - Failure to observe norms administrative
CAUSES	- Style of the chief - Lack of agreement on content of work tasks and methods	- Responsabilities Unclear - Lack of motivation - Style of chief	- Responsibilities for enforcing norms unclear - Responsibilities unclear - Style of chief
CONSEQUENCES	- Drop in effort - Drop in output	- Deterioration of environment - Deterioration in quality of service - Potential increase in staff costs (co vertime)	- Disruption of services - Possible litigation - Long term conflict among personnel
SOLUTIONS	- Change style from autocratic to participative (Negotiate) - Review job descriptions tasks and fonctions - Provide support to carry out new tasks	- Change style from indifferent to autocratic - Enforce technical norms	- Change style to autocratic - Enforce behavioral norms - Clarify responsibilities

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Participants then came to the following concensus on the major focus ans elements of supervision as presented below.

FACTOR INFLUENCING SUPERVISOR	FOCUS OF SUPERVISION	FACTORS INFLUENCING SUPERVISEE
Institutional Context		
1. Organisation	1. Task	1. Norms
2. Procedures	2. effort	2. motivation
3. Ressources	3. results	3. working conditions

DAY 2 : 29 MAY 1990

1. Theme : Concepts of Supervision
2. Objectives : See Day 1
3. Method :
   Discovery
4. Technique :
   - Discussion
   - Case Study
5. Activities :
   The day session consisted of the following activities :
   - Clarification
   - Review of elements of supervision
   - Discussion of supervisory styles.
6. Results :
   1. Participants reviewed the major factors related to supervision and reemphasised the operational definition of supervision as concern for quality of work performed by the employee, the level of effort exerted in performing the work, and the results which the worker achieve

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Participants then looked at the major elements which the supervisor has to consider in regard to work, effort and results.

1. *With regard to work, the supervisor has to be able to judge the quality of the employees work, that is, the supervisor has to be able to evaluate the worker's performance. Performance evaluation requires the establishment of norms, which are standards of acceptable performance. In order to be able to distinguish between very good, good and poor performance, the supervisor has to prepare criteria. Criteria were defined as descriptions of professional, technical or social behavior which allows the supervisor to objectively judge whether performance is very good, good, or poor. Participants emphasised the following in regard to criteria*

   a. *Criteria have to be written down for each task*

   b. *The supervisor has to inform the worker about the criteria which will be used to judge his performance.*

   c. *Although it takes considerable time and effort to prepare criteria, the supervisor's work will be in the long run if criteria have been prepared.*

   d. *If the worker's job description includes tasks the supervisor can selectively choose those tasks which are the most important and on which the rest of the work depends. The supervisor then prepares criteria for evaluating the performance of these tasks.*

2. *With respect to effort, the supervisor has to know what factors motivate workers.*
   Participants identified three factors important in motivating workers :

   a. *Meeting personal need. This included compensation (salary) and status (recognition)*

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b. Giving workers initiative. This included delegating responsibilities and decision making authority to carry out responsibilities.

c. Providing professional satisfaction. This included providing training, resources and support to achieve results.

3. With regard to results, participants identified the working environment as the critical influence on the ability to produce results. The working environment was characterized by its organisation, work plans staff relationships, financial and material resources, and the manager's style. The manager's or supervisor's style was considered most important because of its influence on the other elements.

Participants identified three main styles :
Autocratic, Laisser-faire car, indifferent (and Democratic (or, participative). Participants looked at the effects of each style, the positive and negative aspects, and the situations in which each style would be appropriate.

a. Effects of the different styles.

Autocratic	Laisser-Faire	Participative
1. work is imposed	1. Work is not organised or properly planned	1. worker's feel important
2. little contribution by workers	2. administrative norms not followed	2. workers take more responsibility
3. little discussion of objectives	3. pleasant atmosphere at the beginning frustration in the end.	3. Short term difficulties but long-term results.
4. frustration and dissatisfaction	4. short term results long-term failure	
5. Short-term results, long-term failure		

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b. Positive and negative aspect of supervisory styles.

STYLES	POSITIVE ASPECT	NEGATIVE ASPECT
Autocratic	Obtains results rapidly	- poor quality results - creates frustration
Laisser-Faire	Supervisor expends less effort and avoids conflicts with workers	- Disorganisation - Confusion - Frustration
Participative	Workers and supervisor share responsibilities for achieving results	- Takes a great deal of effort on the part of the supervisor

Participants noted that in the participative style, the supervisor had to negotiate all the time with his workers. The negotiation process was reviewed in this regard. Emphasis was placed clarifying mutual expectation, specifying goals and objectives and providing support to the worker.

c. Situations when different styles are appropriate

- Autocratic style is appropriate in emergency situations
- Laisser-Faire style is appropriate when the supervisor and subordinates are of equal professional standing
- Participative style is appropriate when workers are motivated but are frustrated because they are not achieving results.

A case study was used to illustrate the last point.

The following table was prepared to help participants identify situations when different styles are appropriate :

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STYLES	SITUATION		
	PERFORMANCE	MOTIVATION	WORKING ENVIRONMENT
AUTOCRATIC	When tasks are performed below acceptable norms	When effort need to be increased rapidly	When resources are very scare.
LAISSER-FAIRE	When tasks are performed in accordance with acceptable norms	When effort and output is in line with program goals	When resources are available
PARTICIPATIVE	When tasks are not clearly related to goals	When output needs to be increased	When there are many demands on available resources.

DAY 3 : 30 MAY 1990

1. Theme :

   . Concepts of Supervision
   . Practical aspects of supervision

2. Objectives

   . Prepare a supervisory program
   . Prepare a supervisory instrument

3. Methods :

   . Discovery

4. Techniques :

   . Discussion
   . Brainstorming
   . Group Exercises.

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5. Activities :

. Identify the benefits of supervision
. Prepare a job description for a supervisor
. Identify the basic requirements to do supervision
. Prepare an instrument to collect supervisory information .

6. Results

a. Participants first reviewed the situations under which different supervisor styles were appropriate. Emphasis was placed on the utility of discussiong supervision in terms of :

1. Performance which referres to the quality of work carried out and the criteria used to judge.
- Acceptable performance .

2. Motivati which refers to the satisfaction of personal needs, initiative and profesional conscienticusness that influence the amount of effort exerted in carrying out job duties.

3. Working environment which refers to the resources available and provided to the worker in order to ensure maximum results

The following table was prepared to indicate when different supervisory styles might be appropriate :

APPROPRIATENESS OF SUPERVISORY STYLES

STYLE	SITUATION		
	PERFORMANCE	MOTIVATION	ENVIRONMENT
AUTO CRATIC	When tasks are performed below acceptable norms	When effort is so low it endangers service	When resources are very scarce

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LAISSER-FAIRE	When task are performed Above Acceptable Norms	When effort and output [illegible] program goals	When resources are available and used in accordance with goals
PARTICIPATIVE	When tasks are performed acceptable but are not clearly related to results	When effort is high but output is low	When there are many demands on available resources

b. Participants then reviewed the benefits of supervision to the supervisor, the worker and the service. These benefits also related to performance, motivation and working environment. They are summarized in the table presented below.

BENEFICIARY	PERFORMANCE	MOTIVATION	ENVIRONMENT
SERVICE	Work is oriented to achieving results	Target group is reached with increased effort and output	Resources are used more efficienty
WORKER	Improves quality of work and receives recognition	Receives support and satisfaction through greater participation and contribution to decision making	More resources are made available to increase professional satisfaction and output
SUPERVISOR	Can use time to plan rather than solve problems and deal with emergencies	Can focus on providing resources and recognition to increase effort	Can better plan how to use financial and material resources to increase output and achieve results.

c. After identifying the benefits of supervision the participants proceeded to prepare a job description for a supervision supervisor. This was a general identification of the main duties of all supervisor who wish to achieve the benefits noted above.

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Job Description

Summary : Supervisors mission is to get the best from the people she supervises

Duties

1. Plans aheal the program of supervision
2. Evaluates results of worker's performance
3. Solves technical, administrative and personal problems
4. Organises and attends meeting with staff to review work related problems
5. Negotiates performance objectives with each staff member
6. Sets technical and administrative norms
7. Manages equipement and resources to motivate staff
8. Inform and train staff to improve performance.

d. A brainstorming session was conducted to identify the basic requirements for all supervisory activity. The brainstorming resulted in the following list of requiements.

1. Job Descriptions
2. People assigned job descriptions
3. A carefully planned program to conduct supervisory visits
4. Instruments to collect information
5. Methods to analyse information
6. Methods to provide effective feedback

The last three items were identified as the principal competencies (technical knowhow) which a supervisor must have.

e. In the discussion which ensued, it was noted that Job descriptions form the basis of the supervisory instrument. The instrument is a tool by which to collect information on the performance, motivation and environment of

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the worker. Participants began to practice the competencies in developing supervisory instruments by developing, one to be used in supervising a Director of a Women's Center. The prepared a Job Description and for each of the duties identified established criteria for judging very good, good or poor performance. Very good was identified as performance which exceeds acceptable norms, good as performance which just meets acceptable norms, and poor as performance which is below acceptable norms.

DAY 4 : 31 MAY 1990

1. THEME
   - Development of supervisory instruments

2. Objectives
   - Same as day 3

3. Methods
   - Discovery

4. Techniques
   - Group discussion
   - Excercise

5. Activities
   - Identify characteristics of a supervisory instrument
   - Identify advantages and disadvantages of different performance evaluation scales
   - Establish criteria for duties in the Job Description of a women's Center Director
   - Prepare the format of a supervisory instrument

6. Results

   A. Characteristics of supervisory instrument.

   Participants identified the following characteristics

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1. A supervisory instrument is a tool for collecting information about
   - Performance
   - Motivation
   - Working environment

2. An instrument must be
   - Organised
   - Logical
   - Realistic/feasible

The instrument must be usable and the information on performance, motivation and working conditions must be obtainable from questionning, observation and looking at records. If the instrument is too long, or if the information is not easily available, the instrument will not be usable.

3. A supervisor instrument should help the supervisor identify problems with regard to performance, motivation and working conditions. It should also help the supervisor identify solutions to these problems.

B. Advantages and disadvantages of different kinds of performance evaluation scales.

Participants noted that the use of scales help organise information and thereby permit the supervisor to make judgements on the quality of the worker's performance.

The scale which is chosen helps determine the criteria for making judgements.

Five types of common scales were reviewed, each with its advantages and desadvantages :

(1) DUTY	DONE	NOT DONE	COMMENT

Advantage : Easy to construct, identifies work below standard

Disadvantages : Does not allow to identify supervior performance.

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(2) DUTY Done	NOT Done	ACCEPTABLE PERFORMANCE

Advantage : Easy to construct, identifies work below standard

Disadvantages : Does not allow to identify superior performance

(3) VERY GOOD (CRITERIA)	GOOD (CRITERIA)	POOR (CRITERIA)

Advantages : Indicates quality of performance

Disadvantages : Difficult to prepare

(4) DUTY	5	4	3	2	1	0
	Criteria	Criteria	Criteria	criteria	criteria	criteria

Advantages : Makes fine distinctions in performance and allows more sophisticated analysis

Disadvantage : Takes a great deal of time ; some of the distinctions in quality of performance may not be real or important.

(5) DUTY	BEST SITUATION CRITERIA		WORST SITUATION CRITERIA

Advantages : Easy to prepare

Disadvantages : Introduces subjectivity.

Criteria for duties of the Director of a Women's Center.

Participants chose scale # 3 to develop the instrument for supervising the Director a Women's Center. The referred to the job description of the Director a Women's Center, presented below :

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	cated were sufficient and properly used in the time period	and properly used but all services contacted did not participate	ces did not participate and resources were not sufficient and time period was not respected
Ensure the smooth running of the centers sections	The campment of the center is in good condition, the premises are clean, staff are always present and know exactly what the should do.	Equipment is in good condition, premises are clean staff know what to do but are not always on time.	Equipment is in manageable condition But premises are untidy. Staff are not regular and do not all know what to do.

Participants then indicated how they would collect information in order to be able to say to which of the criteria. The performance corresponds. They indicated questions then could ask, observations they could make and records they could check.

E. Preparation of a supervisory form.

Date : _____ Time : _____ Name of Supervisor : _____

Name of Supervisee : _____ Title : _____

Post : _____ Site : _____ Institution : _____

Part I PERFORMANCE

INFORMATION				CRITERIA		
DUTIES	QUESTIONS	OBSERVATIONS	RECORDS	VERY GOOD	GOOD	POOR

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Part II. MOTIVATION

DUTIES	QUESTIONS	OBSERVATIONS	RECORDS		VERY SATISFIED	SATISFIED	UNSATISFIED
Status RECOGNITION					Always receives praise	sometimes receives praise	seldom receives praise
INITIATIVE DELEGATION					Regularly is delegated authority	Sometimes is delegate authority	Seldom is delegated authority
PROFESSIONAL SATISFACTION							
Training					Feels very qualified	Feel qualified	Feels unqualified
Results Achieved					Always achieves results	Sometimes achieves results	Seldom achieves results
Resources					Always has suffient resources	Sometimes sufficient resources	Seldom has sufficient resources

Part III Working ENVIRONMENT

ELEMENTS	QUESTIONS	OBSERVATIONS	RECORDS		VERY SATISFACTOR	SATISFACTOR	UNSATISFIED
Organisation					Detailed plans budget calendar exist	General plan is available	No plans are available
Staff relation-ships					No conflicts	Disagreements but no fights	Frequent conflicts

.../

Availability of resources				No stock outs	Occasional stock outs but not for important materials	Frequent stock out for important materials
Program Results				Exceed target	Meet target	Fall below target
Manager's Style				Always appropriate	Generally appropriate	Seldom appropriate

In reviewing the supervisory form the following points were made :

- The criteria for duties cannot be standardised as duties differ for different categories of personnel

- The criteria for motivation and working environment can be standardised because motivational and environmental factors influencing effort and results respectively are usually the same for all types of personnel.

- It is necessary, however to identify the questions to ask, the observations to make, and the records to check to obtain the information to determine which criteria best describe the worker's situation vis-à-vis motivational and environment factors.

DAY 5 and 6 : 1 & 4 JUNE 1990

Theme

- Supervisory instruments

Objective

- Same

.../

Methods

. *Discovery*

Techniques

. *Exercise*
. *Group work*
. *Brainstorming*

Activities

. *Preparation of a job description for Animator*
. *Preparation of a supervisory instrument for Animator*

Results

a) *Job description*
In preparing for field work, participants prepared a Job Description for a women's rural animator :

JOB DESCRIPTION

Duties

1. *Collect information concerning their area of operation*
2. *Analyse the information*
   - *identify existing problems*
   - *set objectives*
   - *select projects (set priorities)*

b) *Contact the authorities*
c) *Contact target groups and where necessary create groups*
d) *Develop project and strategies depending on the needs of the population*
e) *Draw up a plan of action.*

3) *Execute selected project*
4) *Deliver talks and demonstrations to target groups*

.../

5) Prepare audio-visuel materials
6) Write quarterly and annual reports
7) Organise fund raising activities
8) Participate in other women's activities e.g. women's centers
9) Organise community projects

Following the preparation of the job description, participants prepared a supervisory instrument. They chose four key duties as the basis for assessing the performance of the animators.
The participants prepared a supervisory for following the model discussed on day 4. It contained three part : I. Performance. Motivation and working environment. The results are presented in the Annex.

*

* *

Participants then focussed on the planning of a supervisory program and developed a list of activities that supervisors must carry out. These activities were divided into three phases : before, during, and after.

Before

1. Review written reports
2. Identify duties to be supervised
3. Prepare a standardised supervisory form
4. Prepare a program of supervision including sites to visit, persons to be supervised, dates to visit each site, time to spend at each at each site
5. Prepare a budget for the program including transport, lodging, food, materials
6. Identify personnel to carry or assist in the supervisory visits and assign responsibilities
7. Orient staff to supervisory approach and supervisory forms
8. Check to see if supervisors should bring supplies and obtain supplies
9. Contact the necessary administrative and service staff.

.../

DURING

1. *Report to administrative authorities and explain mission*
2. *Report to the supervision site*
3. *Conduct the supervisory visit*
   - *Discuss the supervisory visit with the supervisee*
   - *Accompany her to the field or work site to observe activities, ask questions, check records*
   - *Fill in the supervisory form*
   - *Provide feedback and discuss solutionsto problems in performance, motivation or the working environment*
4. *Report the authorities before leaving and discuss results of the supervisory visit.*

AFTER

1. *Tabulate and analyse the collected information*
2. *Make proposals for solving problems*
3. *Write and distribute the supervisory report*
4. *Follow-up the proposals to solving problems*
5. *Set date for next suporvisory visit.*

In reviewing the activities participants put special stress on having a standardised form to ensure reliability of information, and preparing a program along with a budget, providing feedback during the suporvisory visit, and correctly analysing results and following up proposals to solve problems.

DAY 7 : 5 JUNE 1990

Theme :

. *Conducting a supervisory visit*

Objective

. *Same*

Methods

. *Discovery*

.../

Techniques

. *Field exercise*

Activities

. *Analysing results of a supervisory visit*

. *Conducting a supervisory visit*

Results

a) Analysing results of a supervisory visit

Results are analysed individually and collectively. The following flow chart give instructions on what questions to ask and what action to take based on the answers :

1.	*Is there a deficiency ?*	*(No)*	*Give positive feedback and discuss how to further improve work*
	(Yes)		
2.	*Is the deficiency important ?*	*(No)*	*Give feedback and discuss how to eliminate deficiency*
	(Y)		
3.	*Is deficiency related to performance*	*(No)*	*Examine motivation and working environment*
	(Y)		
4.	*Has worker been adequately trained ?*	*(No)*	*Provide training*
	(Y)		
5.	*Has worker had opportunity to adequately apply knowledge and skills*	*(No)*	*Provide time for application with support, or retraining*
	(Y)		
6.	*Are worker's results and expectations clear ?*	*(No)*	*Review expected results and clarify objectives*

.../

.../

(Y)

7. *EXAMINE MOTIVATION AND WORKING ENVIRONMENT*

1. *Is deficiency related to motivation ?* —— (No) → *Examine Performance and working environment*

(Y)

2. *Does worker lack initiative ?* ——(Yes) → *Determine what tasks Can be delegated*

(N)

3. *Does worker lack support ?* ——(Yes) → *Provide resource recognition further training assistance*

(N)

4. *Does worker lack professional consciensiousness ?* ——(Yes) → *Enforce professional norms*

(N)

EXAMINE PERFORMANCE AND WORKING ENVIRONMENT

1. *Is Deficiency related to working environment ?* —— (No) → *Examine Performance or motivation*

(Y)

2. *Is there a lack of clear objectives* ——(Yes) → *Review Plans*

(N)

.../

3.	Are there disruptive conflicts ?	—(Yes)	Determine nature of conflicts causes, and provide counseling
	(N)		
4.	Are services impeded by lack of critical resources ?	—(Yes)	Identify logistical problems external constraints and solutions
	(N)		
5.	Is staff demoralised because of lack of results ?	—(Yes)	Review objectives to see if they are realistic, and set realistic objectives
	(N)		
6.	Are staff frustrated by chief's style ?	—(Yes)	Meet with chief to review consequence of style and possible changes to make
	(N)		

EXAMINE PERFORMANCE AND MOTIVATION

In seeking the potential solutions to problems in motivation, participants discussed the ways to delegate effectively. The following points were made :

1. Tasks to be delegated need to be specified in detail

2. Decision making powers need to be specified in detail

3. A supervisory plan needs to be drawn up. It needs to include the following

   a. person should not be blamed for mistakes

   b. mistakes should be the basis for learning

   c. A date should be set for reviewing results and negotiating what should be delegated ..

4. Certain task which the director carries out can not be delegated.

.../.

Generally there are about 20 % of all the tasks which a director does which influence 80 % of the results of the organisation or program. These tasks can never be delegated. This is called paretis law.

5. *In order to have effective delegation trust has to be built, and the director has to create an atmosphere and values in her organisation that develops trust.*

DAY 8 : 6 JUNE 1990

Theme :

. *Conducting a supervisory visit*

. *Analysing results of a supervisory visit*

Objectives :

. *Analyse the results of a supervisory visit*

Methods :

. *Discovery*

Techniques

. *Simulation*

. *Exercise*

Activities

. *Simulation of a series of supervisory visits to animators*

. *Review of principles of analysing results*

. *Analysis of results of supervision of 25 animators*

Results :

a) *Simulation of a series of supervisory visits to animators.*

Because participants had not been able to find animators when they visited the sites on Day 7, a simulation exercise was held in order to give each participant an opportunity to use the supervisory form and collect data. The simulation lasted 2½ hours. The participants were given different situations to practice data collection skills.

.../

Following the exercise, the types of problems which can arise in the interactions between the supervisor and the animators were identified and possible solutions to these problems wer discussed. The problems were divided into problems which could occur when the supervisor meets with individuals, and problems which occur when the supervisor meets with a group

Individual related problems

Problem	Solution
1. Misunder standings (purpose of the visit	1. explain purpose of the visit politely and cordially
2. Tension	2. Create a friendly atmosphere - Change style
3. Resentment	3. Identify the cause of resentment and deal with it openly
4. Confusion (about questions which supervisor asks)	4. Use simple language - Ask the question in different ways.

Group

Problems	Solutions
1. Members get out of hand	1. - Ask members to talk one at a time - have a coffee break and change atmosphere - ask members to write out their problems - reschedule meeting and give tem pers a chance to quiet down - negotiate normsfor the meeting - identify major problems and discuss one at a time - try to find a practical solution to one problem to build

.../

	confidence and trust in supervisor's ability
2. Members attack or accuse the supervivors of various things	2 - Keep a cool head - Identify the problem and openly discuss it - accept feedback with view to becoming a better supervisor

The various problems indicated above accurred during the simulations and the solutions identified were these which the participants employed.

Following the simulation participants turned once again to the analysis of data collected using the supervisory forms. They reviewed the steps in analysing the results of an individual supervisory visit, noting the questions to ask for results of performance, motivation and working environment, and what to do when the answer was Yes or No.

Participants then reviewed the methods of analysing results of supervisory visits to a large number of animators. The following procesures were explained.

1. Tabulate the results. Prepare a Data summary sheet. The rows are for each animator. The columnsare for the potential results to each Duty under performance and each potential result for elements under motivation and working conditions. A data summary sheet to tabulate the results of the supervisory form would look like the one below :

*

* *

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R \ Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P	V G P
1	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Participants then reviewed the basic steps of analysis. These included

1. *Take totals for each column*
2. *Take the percentage of each column base on the number of animators*
3. *Make comparisons among the various duties and elements based on the percentages.*

It was noted that percentages gave more information than totals and were therefore more useful. It was also noted that graphs were very useful ways to present the results as graphs facilitated understanding and made a stronger impression than percentages. Percentages give more information because they present the true majority and make for more accurate comparisons.

Participants then went over the remaining steps in carrying out an analysis. These included :

. *Drawing conclusions*

Analysis : 66 % of animators perform Duty 3 poorly

Conclusion : We therefore have a serious problem with duty 3

. *Interpetation*

- *reasons for poor performance of Duty 3*
- *consequences of poor performance of Duty 3*

. *Recommendation*

- *What are solutions to problems*
- *What are the actions to take to solve these problems.*

Participants proceeded to carry out the analysis of supervisory data based on the Data Summary Sheet presented above.

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Day 9 : 7 JUNE 1990

Theme :

. Preparing Supervisory Reports

Objectives :

. Analyse results of data collected using Supervisory form
. Prepare a report based on the analysis of results

Methods :

. Discovery

Technique :

. Group work
. Exercise
. Discussion

Activities :

. Analysis of Results of Supervisory visits using Data Summary Sheets
. Identifying means of providing effective support
. Preparing a Supervisor's Report.

a) Analysis of Results of Supervisory visits. Participants continued their analysis of the results of the supervisory visits to the 25 animators presented on the Data Summary Sheet Graphs were prepared to present the results for performance, motivation and working conditions. Techniques for preparing graphs were reviewed.

. Each item in the supervisory form should be represented in the graph
. If more than one column is used to present results and the results are different, the columns should have different marking or colors to distinguish one type of result from another.

. A key should be indicated on the graph to explain the meaning of the colors or the marking.

.../

- *Although the points on the graph are marked 1, 2, 3,... etc., people using the graph need to know what the numbers mean. In the graphs presented, the numbers represent duties regarding performance and elements regarding motivation and working environment. It is important to remember what the duties and elements are in order to be able to interpret the graphs.*

- *It is important to carefully observe the fluctuation in the column sizes as they fluctuations reveal important information.*
  After analysing the results of the entire group of 25 animators presented in the Data Summary sheet, participants were asked if the poor results were characteristic of specific animators or of different Animators. Upon review of the Data Summary sheet, they were easily able to identify 8 animators who's results were consistently low. This was considered as a subgroup that needed special attention.

Participants then reviewed the principale of Selective supervision. This is the means by which the supervisor. Focus time and effort selected duties or elements, or workers who are in need of improvement. The Data Summary Sheet can help the supervisor identify what to select for special attention.

Participants then developed a check list for ways of providing practical and effective support. Since this was often recommended as a solution to problems.

Area of support	Staff want	Supervisor should give
Material	equipment/supplies	. training for maintenance . repair . spare parts . means to prevent waste
Financial	Money	Training in accounbing budgetting
Moral	Counrelling	. good listening . availability of self . recognition . negotiation

.../

Technical	Training	- On the sport training - visits to learn from others in the area - hand outs

Informational support was also added. This includes information on administrative procedures, benefits, and help in filling out different forms.

After having reviewed the ways of giving practical support, the participants prepared an out line of a supervisors report and used the out line as a basis of writing a report of the results depicted in the Data Summary Sheet from which they had done their analyses.

Outline of Supervisor's Report

I. Introduction
- purpose of report
- purpose of supervisory visits

II. Background
- characteristics of group supervised

III. Methods
- Supervisory form
- Program
- how data were collected (group or individual visits)

IV. Presentation of results
- graphs

V. Conclusions

VI. Interpretation

VII. Recommendations

The report prepared by the participants follows :

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SUPERVISOR'S REPORT

Introduction : Report is on a supervisory visit done on 6.6.90 to evaluate the performance of 25 animators in the Central Province.

Background : 25 animators of the Central Province who have not been supervised for the last I yr. These animators are all secondary school leavers who have undergone 3 months training in animation in the community development school in Kumba.

Methodology : Supervisory form (see annex I)

The form is divided into 3 sections using the criteria for :

a. Section I : Performance - Very Good, Good, Poor

b. Section II : Motivation - Very Satisfactory, Satisfactory, Unsatisfactory

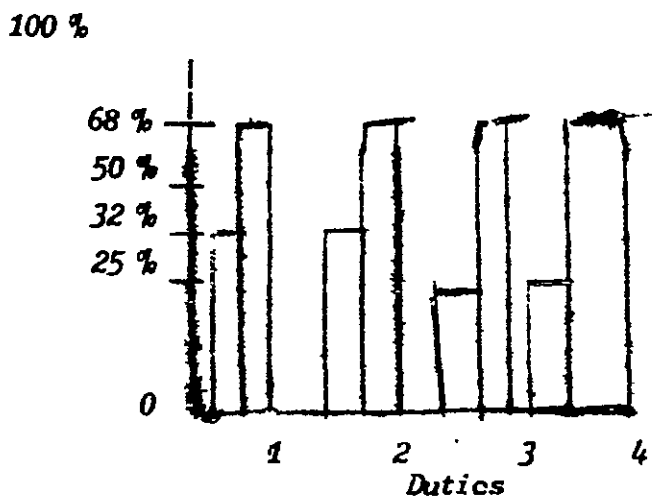
c. Section III : Working Conditions - Very Satisfactory, Satisfactory, Unsatisfactory.

We reported at the D. O's office on the 6.6.90 at 8.30 a.m and explaired the purpose of our visit.

We spent 25 minutes with each animator.

PRESENTATION :

Performance

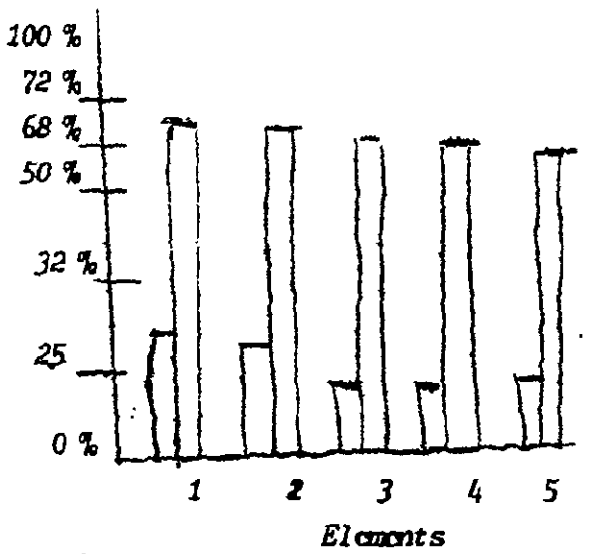


.../

Key

- Very Good
- Poor

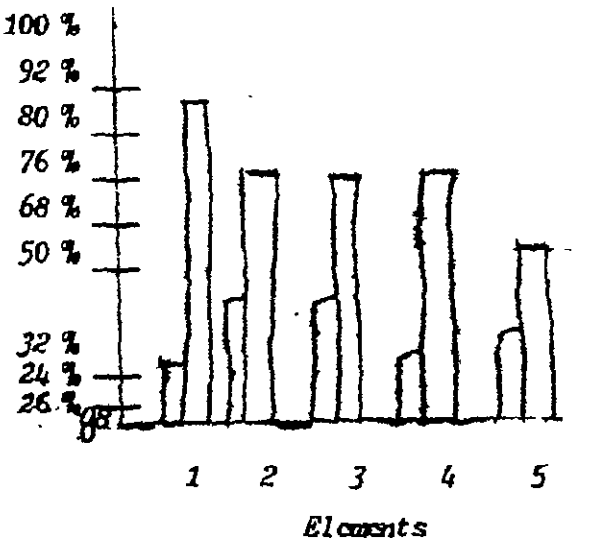
MOTIVATION



Key

- Very satisfactory
- Unsatisfactory

WORKING CONDITIONS



Key

- Very Satisfactory
- Unsatisfactory

CONCLUSIONS :

SECTION 1 : Performance

Only 68 % of the animators performed at least good on duties 1 2 3 4. Therefore we can conclude that they were not adequately trained on how to collect information, execute selected projects.

The major consequences would be that duties end up not being effectively done, There is misunder standing, confusion, and disgruntlement. Recommend on the spot t training to be given to animators as regards to what is expected of of them and how they should go about performing their various duties. On the spot training could begin next month for 3 wks starting 5th — 25th july 1990.

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SECTION II : - *In elements 1, 2, 68 % of the animators were at least satisfied, whilst in element 3 and 4 72 % of the animators were satisfied. Therefore we can conclude that in elements 1, 2 the animators were not always delegated authority and were very rarely asked to initiate projects. In elements 3 ; 4, 72 % of the animators felt qualified and some time was spent giving them training on tasks they were expected to perform but didn't know how to.*
The consequences will be that, the expected target is not achieved.

Therefore recommend that animators should be delegated some authorities and detail job description should be made available to all the animators.

SECTION III : *In element 1, 92 % of the animators were at least satisfied with their working condition. Therefore we can conclude that they are well organised. In elements 2 and 3 76 % of the animators were at least satisfied with staff relations hips*
and availability of resources and therefore conclude that the critical resources are not always available and there are sometimes conflicts among the staff.
In elements 4 80 % of the animators achieved expected results therefore conclude that 20 % of the animators who did not achieve expected results was due to performance and motivation.
In elements 5 only 68 % of the animators were satisfied with the style of their boss. Therefore we can conclude that the style of the boss is unsatisfactory and leads to the low output of 32 % of the animators.

Recommend that on - the spot leadership training should be given to the boss. FOllow up visits his work place should be carried out monthly.

Summary : *We have a subgroup of 10 animators who need special attention. We recommend that special supervisory attention be given to them.*

.../

DAY 10 : 8 JUNE 1990

Theme

. Giving feedback

Objectives

. Deliver effective feedback

Methods

. Discovery

Techniques

. Group exercise
. Group Discussion
. Role play

Activities

. Brainstorming operational definition of feedback
. Role play on ways of giving feedback
. Identifying problems in giving and receiving feedback, and solutions to these problem.

Results

a) Operational definition of feedback. In a brainstorming session participants listed the major characteristics of feed back:

1. share observations
2. Analyse observations
3. Give praise and recognition
4. Criticize and reprimand
5. Other advise on how to improve performance, motivation and working conditions
6. Make conclusions and take decisions on action to improve performance, etc...

b) Giving feedback

Participants role played feedback situations based on the 3 short

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case studies which were used in the first session. Feedback style was analysed by the participants and comments were made as to how to improve style.

c) Problems in giving and receiving feedback. A brainwtorming session resulted in the following checklist

FEEDBACK

GIVING	RECEIVING
problmes : - Could the wrong feedback - could be brased - could be subjective - could be judgemental	- Could be misunderstood - may not be appreceated - People may get hostile - People may refus to take feedback or misunderstand it
Solutions : - Should be clear and and precise - should be appropriate - should be unbrasded - should objective	- ask questions to clarify - make effort to listen - should be accepted without defensiveness

BEST AVAILABLE

DAY 1 28 MAY 1990

1. Theme : Concepts of Supervision

2. Objectives

1. Explain the concept of supervision

1.1 Give an operational definition of supervision

1.2 List the major elements in supervision.

3. Methods :

- Discovery

4. Activities

- Self test on Ability to negotiate
- Case study on supervisory situation
- Group discussion on elements of supervision

5. Results

Following the official opening ceremony of the workshop, participants tested themselves on their abilities as negotiators. A test instrument was used to score them on the importance they gave to the desire to obtain results and the importance they attached to communication.

In the discussion which ensued, the following points were stressed.

. Negotiation is an important aspect of daily and professional life.

. Without effective negotiations that lead to mutual agreement and compromises on differing points of view, need, and interests, work does not get done and results are not achieved.

. Without effective negotiation, people become dissatisfied and frustrated.

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BEST
AVAILABLE

Participants reviewed the five steps to successful negotiation. These are

1. *Exchange information on different needs, points of view, and interests*
2. *Identify mutual expectations, that is, areas of common interest and need*
3. *Formulate common goals and results to be obtained*
4. *Plan how to solve problems which may arise in realizing objectives and in achieving results*
5. *Set time period to review expectations and objectives.*

It was pointed out that in most instances, when people negotiate they cover steps 1 and 2, however, they seldom go through the remaining steps. This often leads to unsatisfactory negotiation and thus to disappointments and frustration.

Participants then identified the various situations were negotiations play an important role. These included workshop contracts, recrutment and hiring of personnel, planning programs, and finally, supervising workers. They then proceded to negotiate the workshop contract.

This involved a review of the workshop objectives, workshop methods, and workshop programs. After reviewing the above they accepted the objectives and established workshop behavioral norms including : punctually, mutual respect for each other's opinion, team work and mutual help to carry out all workshop activities, openness and free exchange of ideas and experience.

The participants then began their discussion of the first objective : Explaining, the concept of supervision. Participants undertook an analysis of three short cases to try to identify the principal elements of supervision in order.

to arrive at an operational definition of supervision. (See Annex 1 for the three ease).

The results of the case study are presented below :

	The Whip	The Mess	The Fist - Fight
	CASE # 1	CASE # 2	CASE # 3
1) Problems	- Is Chief of center bo boss - Is lack of communication ? - Gossip among staff - Jealousy among staff - Dissatisfaction - Lack of mutual understand among staff - Mis under standing - Chief of service insensitive to needs of staff	- Negligence of duty - Lack of coordination who the night staff a lack of cooperation - Role conflict.	- Misundertanding tho nurse x nightwith - Lack of duty consciousness on the palt of the nurse - Nurse is nossylshe should mind her own business - Night watch is not the hospital time keeper.
2) Causes	- Chief was sent for training in FP. He is the only one. The other staff are angry. They could have also wanted to go, so they are dissatisfied. - Reasons why the chief was selected to be trained in F.P. - Were not genuine.	- Lack of organization - Poor supervision - Job not well defined.	- Lack of supervision - Jobs are not well defined - Lack of communication among staff
3) Consequences	- Dissatisfaction among staff - Decline in the number of acceptors, by 25 % - Workers refuse to carry out their tasks - Unhealtly work atmosphere in your F.P. center.	- Dissatisfaction among staff - Dirty materials in laboratory	- Fights between your staff - Jobs are not probably done
4) Solutions	- Have a staff meeting to let everyone express their views about what	- Have a staff meeting to redefine tasks - Improve supervision	- Redefine jobs among staff - Dutry consciouness - Institute Rules regulations

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	is going on and why - Organize on the spot training for your workers. - Do a Job description and division of labour among staff		

In the ensuing discussion, the following points were emphasized for each case : Different types of conflicts, different types supervisory styles, different types of consequences related to output, quality of services, and work environment.

CA. STUDY ANALYSIS

WHAT TO LOOK FOR	CASE 1	CASE 2	CASE 3
PROBLEMS	- Conflict between chief and workers - Refusal to work	- Conflict between groups of workers - Failure to observe technical norms	- Conflict between individual workers - Failure to observe norms administrative
CAUSES	- Style of the chief - Lack of agreement on content of work tasks and methods	- Responsabilities Unclear - Lack of motivation - Style of chief	- Responsibilities for enforcing norms unclear - Responsibilities unclear - Style of chief
CONSEQUENCES	- Drop in effort - Drop in output	- Deterioration of environment - Deterioration in quality of service - Potential increase in staff costs (overtime)	- Disruption of service - Possible litigation - Long term conflict among personnel
SOLUTIONS	- Change style from autocratic to participative (Negotiate) - Review job descriptions tasks and fonctions - Provide support to carry out new tasks	- Change style from indifferent to autocratic - Enforce technical norms	- Change style to autocratic - Enforce behavioral norms - Clarify responsibilities

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Participants then came to the following concensus on the major focus ans elements of supervision as presented below.

FACTOR INFLUENCING SUPERVISOR	FOCUS OF SUPERVISION	FACTORS INFLUENCING SUPERVISEE
Institutional Context		
1. Organisation	1. Task	1. Norms
2. Procedures	2. effort	2. motivation
3. Ressources	3. results	3. working conditions

DAY 2 : 29 MAY 1990

1. Theme : Concepts of Supervision
2. Objectives : See Day 1
3. Method :
   Discovery
4. Technique :
   - Discussion
   - Case Study
5. Activities :
   The day session consisted of the following activities :
   - Clarification
   - Review of elements of supervision
   - Discussion of supervisory styles.
6. Results :
   1. Participants reviewed the major factors related to supervision and reemphasised the operational definition of supervision as concern for quality of work performed by the employee, the level of effort exerted in performing the work, and the results which the worker achieves

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Participants then looked at the major elements which the supervisor has to consider in regard to work, effort and results.

1. *With regard to work, the supervisor has to be able to judge the quality of the employees work, that is, the supervisor has to be able to evaluate the worker's performance. Performance evaluation requires the establishment of norms, which are standards of acceptable performance. In order to be able to distinguish between very good, good and poor performance, the supervisor has to prepare criteria. Criteria were defined as descriptions of professional, technical or social behavior which allows the supervisor to objectively judge whether performance is very good, good, or poor. Participants emphasised the following in regard to criteria*

   a. *Criteria have to be written down for each task*

   b. *The supervisor has to inform the worker about the criteria which will be used to judge his performance.*

   c. *Although it takes considerable time and effort to prepare criteria, the supervisor's work will be in the long run if criteria have been prepared.*

   d. *If the worker's job description includes tasks the supervisor can selectively choose those tasks which are the most important and on which the rest of the work depends. The supervisor then prepares criteria for evaluating the performance of these tasks.*

2. *With respect to effort, the supervisor has to know what factors motivate workers.*
   Participants identified three factors important in motivating workers :

   a. *Meeting personal need. This included compensation (salary) and status (recognition)*

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b. *Giving workers initiative. This included delegating responsibilities and decision making authority to carry out responsibilities.*

c. *Providing professional satisfaction. This included providing training, resources and support to achieve results.*

3. *With regard to results, participants identified the working environment as the critical influence on the ability to produce results. The working environment was characterized by its organisation, work plans staff relationships, financial and material resources, and the manager's style. The manager's or supervisor's style was considered most important because of its influence on the other elements.*

Participants identified three main styles : Autocratic, Laisser-faire car, indifferent (and Democratic (or, participative). Participants looked at the effects of each style, the positive and negative aspects, and the situations in which each style would be appropriate.

a. *Effects of the different styles.*

Autocratic	Laisser-Faire	Participative
1. work is imposed	1. Work is not organised or properly planned	1. worker's feel important
2. little contribution by workers	2. administrative norms not followed	2. workers take more responsibility
3. little discussion of objectives	3. pleasant atmosphere at the begining frustration in the end.	3. Short term difficulties but long-term results.
4. frustration and dissatisfaction	4. short term results long-term failure	
5. Short-term results, long-term failure		

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b. Positive and negative aspect of supervisory styles.

STYLES	POSITIVE ASPECT	NEGATIVE ASPECT
Autocratic	Obtains results rapidly	- poor quality results - creates frustration
Laisser-Faire	Supervisor expends less effort and avoids conflicts with workers	- Disorganisation - Confusion - Frustration
Participative	Workers and supervisor share responsibilities for achieving results	- Takes a great deal of effort on the part of the supervisor

Participants noted that in the participative style, the supervisor had to negotiate all the time with his workers. The negotiation process was reviewed in this regard. Emphasis was placed clarifying mutual expectation, specifying goal and objectives and providing support to the worker.

c. Situations when different styles are appropriate

- Autocratic style is appropriate in emergency situations
- Laisser-Faire style is appropriate when the supervisor and subordinates are of equal professional standing
- Participative style is appropriate when workers are motivated but are frustrated because they are not achieving results.

A case study was used to illustrate the last point.

The following table was prepared to help participants identify situations when different styles are appropriate :

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STYLES	SITUATION		
	PERFORMANCE	MOTIVATION	WORKING ENVIRONMENT
AUTOCRATIC	When tasks are performed below acceptable norms	When effort need to be increased rapidly	When resources are very scare.
LAISSER-FAIRE	When tasks are performed in accordance with acceptable norms	When effort and output is in line with program goals	When resources are available
PARTICIPATIVE	When tasks are not clearly related to goals	When output needs to be increased	When there are many demands on available resources.

DAY 3 : 30 MAY 1990

1. Theme :

   . Concepts of Supervision
   . Practical aspects of supervision

2. Objectives

   . Prepare a supervisory program
   . Prepare a supervisory instrument

3. Methods :

   . Discovery

4. Techniques :

   . Discussion
   . Brainstorming
   . Group Exercises.

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5. *Activities* :

- *Identify the benefits of supervision*
- *Prepare a job description for a supervisor*
- *Identify the basic requirements to do supervision*
- *Prepare an instrument to collect supervisory information*

6. *Results*

a. *Participants first reviewed the situations under which different supervisor styles were appropriate. Emphasis was placed on the utility of discussiong supervision in terms of :*

1. *Performance which referres to the quality of work carried out and the criteria used to judge.*
   - Acceptable performance .

2. *Motivation which refers to the satisfaction of personal needs, initiative and profesional conscientiousness that influence the amount of effort exerted in carrying out job duties.*

3. *Working environment which refers to the resources available and provided to the worker in order to ensure maximum results*

The following table was prepared to indicate when different supervisory styles might be appropriate :

APPROPRIATENESS OF SUPERVISORY STYLES

STYLE	SITUATION		
	PERFORMANCE	MOTIVATION	ENVIRONMENT
AUTO CRATIC	When tasks are performed below acceptable norms	When effort is so low it endangers service	When resources are very scarce

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LAISSER-FAIRE	When task are performed Above Acceptable Norms	When effort and output exceed program goals	When resources are available and used in accordance with goals
PARTICIPATIVE	When tasks are performed acceptable but are not clearly related to results	When effort is high but output is low	When there are many demands on available resources

b. Participants then reviewed the benefits of supervision to the supervisor, the worker and the service. These benefits also related to performance, motivation and working environment. They are summarized in the table presented below.

BENEFICIARY	PERFORMANCE	MOTIVATION	ENVIRONMENT
SERVICE	Work is oriented to achieving results	Target group is reached with increased effort and output	Resources are used more efficienty
WORKER	Improves quality of work and receives recognition	Receives support and satisfaction through greater participation and contribution to decision making	More resources are made available to increase professional satisfaction and output
SUPERVISOR	Can use time to plan rather than solve problems and deal with emergencies	Can focus on providing resources and recognition to increase effort	Can better plan how to use financial and material resources to increase output and achieve results.

c. After identifying the benefits of supervision the participants proceded to prepare a job description for a supervision supervisor. This was a general identification of the main duties of all supervisor who wish to achieve the benefits noted above.

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Job Description

Sammary : Supervisors mission is to get the best from the people she supervises

Duties

1. Plans aheal the program of supervision
2. Evaluates results of worker's performance
3. Solves technical, administrative and personal problems
4. Organises and atteods meeting with staff to review work related problems
5. Negotiates performance objectives with each staff member
6. Sets technical and administrative norms
7. Manages equipement and resources to motivate staff
8. Inform and trains staff to improve performance.

d. A brainstorming session was conducted to identify the basic requirements for all supervisory activity. The brainstorming resulted in the following list of requiements.

1. Job Descriptions
2. People assigned job descriptions
3. A carefully planned program to conduct supervisory visits
4. Instruments to collect information
5. Methods to analyse information
6. Methods to provide effective feedback

The last three items were identified as the principal competencies (technical knowhow) which a supervisor must have.

e. In the discussion which ensued, it was noted that Job descriptions form the basis of the supervisory instrument. The instrument is a tool by which to collect information on the performance, motivation and environment of

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the worker. Participants began to practice the competencies in developing supervisory instruments by developing one to be used in supervising a Director of a Women's Center. The prepared a Job Description and for each of the duties identified established criteria for judging very good, good or poor performance. Very good was identified as performance which exceeds acceptable norms, good as performance which just meets acceptable norms, and poor as performance which is below acceptable norms.

DAY 4 : 31 MAY 1990

1. THEME
   - Development of supervisory instruments
2. Objectives
   - Same as day 3
3. Methods
   - Discovery
4. Techniques
   - Group discussion
   - Excercise
5. Activities
   - Identify characteristics of a supervisory instrument
   - Identify advantages and disadvantages of different performance evaluation scales
   - Establish criteria for duties in the Job Description of a women's Center Director
   - Prepare the format of a supervisory instrument
6. Results

   A. Characteristics of supervisory instrument.

   Participants identified the following characteristics

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1. *A supervisory instrument is a tool for collecting information about*
   - *Performance*
   - *Motivation*
   - *Working environment*

2. *An instrument must be*
   - *Organised*
   - *Logical*
   - *Realistic/feasible*

The instrument must be usable and the information on performance, motivation and working conditions must be obtainable from questionning, observation and looking at records. If the instrument is too long, or if the information is not easily available, the instrument will not be usable.

3. *A supervisor instrument should help the supervisor identify problems with regard to performance, motivation and working conditions. It should also help the supervisor identify solutions to these problems.*

B. *Advantages and disadvantages of different kinds of performance evaluation scales.*

Participants noted that the use of scales help organise information and thereby permit the supervisor to make judgements on the quality of the worker's performance.

The scale which is chosen helps determine the criteria for making judgements.

Five types of common scales were reviewed, each with its advantages and desadvantages :

(1) DUTY	DONE	NOT DONE	COMMENT

Advantage : Easy to construct, identifies work below standard

Disadvantages : Does not allow to identify supervior performance.

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(2) DUTY	Done	NOT Done	ACCEPTABLE PERFORMANCE

Advantage : Easy to construct, identifies work below standard

Disadvantages : Does not allow to identify superior performance

(3)	VERY GOOD (CRITERIA)	GOOD (CRITERIA)	POOR (CRITERIA)

Advantages : Indicates quality of performance

Disadvantages : Difficult to prepare

(4) DUTY	5	4	3	2	1	0
	Criteria	Criteria	Criteria	criteria	criteria	criteria

Advantages : Makes fine distinctions in performance and allows more sophisticated analysis

Disadvantage : Takes a great deal of time ; some of the distinctions in quality of performance may not be real or important.

(5) DUTY	BEST SITUATION CRITERIA		WORST SITUATION CRITERIA

Advantages : Easy to prepare

Disadvantages : Introduces subjectivity.

Criteria for duties of the Director of a Women's Center.

Participants chose scale # 3 to develop the instrument for supervising the Director a Women's Center. The referred to the job description of the Director a Women's Center, presented below :

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	cated were sufficient and properly used in the time period	and properly used but all services contacted did not participate	ces did not participate and resources were not sufficient and time period was not respected
Ensure the smooth running of the centers sections	The campment of the center is in good condition, the premises are clean, staff are always present and know exactly what the should do.	Equipment is in good condition, premises are clean staff know what to do but are not always on time.	Equipment is in manageable condition But premises are untidy. Staff are not regular and do not all know what to do

Participants then indicated how they would collect information in order to be able to say to which of the criteria. The performance corresponds. They indicated questions then could ask, observations they could make and records they could check.

E. Preparation of a supervisory form.

Date : _____ Time : _____ Name of Supervisor : _____

Name of Supervisee : _____ Title : _____

Post : _____ Site : _____ Institution : _____

Part I PERFORMANCE

INFORMATION				CRITERIA		
DUTIES	QUESTIONS	OBSERVATIONS	RECORDS	VERY GOOD	GOOD	POOR

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Part II. MOTIVATION

DUTIES	QUESTIONS	OBSERVATIONS	RECORDS	VERY SATISFIED	SATISFIED	UNSATISFIED
Status RECOGNITION				Always receives praise	sometimes receives praise	seldom receives praise
INITIATIVE DELEGATION				Regularly is delegated authority	Sometimes is delegate authority	Seldom is delegated authority
PROFESSIONAL SATISFACTION Training				Feels very qualified	Feel qualified	Feels unqualified
Results Achieved				Always achieves results	Sometimes achieves results	Seldom achieves results
Resources				Always has suffient resources	Sometimes sufficient resources	Seldom has sufficient resources

Part III Working ENVIRONMENT

ELEMENTS	QUESTIONS	OBSERVATIONS	RECORDS	VERY SATISFACTOR	SATISFACTOR	UNSATISFIED
Organisation				Detailed plans budget calendar exist	General plan is available	No plans are available
Staff relation-ships				No conflicts	Disagreements but no fights	Frequent conflicts

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Availability of resources				No stock outs	Occasional stock outs but not for important materials	Frequent stock out for important materials
Program Results				Exceed target	Meet target	Fall below target
Manager's Style				Always appropriate	Generally appropriate	Seldom appropriate

In reviewing the supervisory form the following points were made :

- The criteria for duties cannot be standardised as duties differ for different categories of personnel

- The criteria for motivation and working environment can be standardised because motivational and environmental factors influencing effort and results respectively are usually the same for all types of personnel.

- It is necessary, however to identify the questions to ask, the observations to make, and the records to check to obtain the information to determine which criteria best describe the worker's situation vis-à-vis motivational and environment factors.

DAY 5 and 6 : 1 & 4 JUNE 1990

Theme

- Supervisory instruments

Objective

- Same

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Methods

. *Discovery*

Techniques

. *Exercise*
. *Group work*
. *Brainstorming*

Activities

. *Preparation of a job description for Animator*
. *Preparation of a supervisory instrument for Animator*

Results

a) *Job description*
In preparing for field work, participants prepared a Job Description for a women's rural animator :

JOB DESCRIPTION

Duties

1. *Collect information concerning their area of operation*
2. *Analyse the information*
   - *identify existing problems*
   - *set objectives*
   - *select projects (set priorities)*

b) *Contact the authorities*
c) *Contact target groups and where necessary create groups*
d) *Develop project and strategies depending on the needs of the population*
e) *Draw up a plan of action.*

3) *Execute selected project*
4) *Deliver talks and demonstrations to target groups*

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5) Prepare audio-visuel materials
6) Write quarterly and annual reports
7) Organise fund raising activities
8) Participate in other women's activities e.g. women's centers
9) Organise community projects

Following the preparation of the job description, participants prepared a supervisory instrument. They chose four key duties as the basis for assessing the performance of the animators.
The participants prepared a supervisory for following the model discussed on day 4. It contained three part : I. Performance. Motivation and working environment. The results are presented in the Annex.

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* *

Participants then focussed on the planning of a supervisory program and developed a list of activities that supervisors must carry out. These activities were divided into three phases : before, during, and after.

Before

1. Review written reports
2. Identify duties to be supervised
3. Prepare a standardised supervisory form
4. Prepare a program of supervision including sites to visit, persons to be supervised, dates to visit each site, time to spend at each at each site
5. Prepare a budget for the program including transport, lodging, food, materials
6. Identify personnel to carry or assist in the supervisory visits and assign responsibilities
7. Orient staff to supervisory approach and supervisory forms
8. Check to see if supervisors should bring supplies and obtain supplies
9. Contact the necessary administrative and service staff.

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DURING

1. *Report to administrative authorities and explain mission*
2. *Report to the supervision site*
3. *Conduct the supervisory visit*
   - *Discuss the supervisory visit with the supervisee*
   - *Accompany her to the field or work site to observe activities, ask questions, check records*
   - *Fill in the supervisory form*
   - *Provide feedback and discuss solutions to problems in performance, motivation or the working environment*
4. *Report the authorities before leaving and discuss results of the supervisory visit.*

AFTER

1. *Tabulate and analyse the collected information*
2. *Make proposals for solving problems*
3. *Write and distribute the supervisory report*
4. *Follow-up the proposals to solving problems*
5. *Set date for next supervisory visit.*

In reviewing the activities participants put special stress on having a standardised form to ensure reliability of information, and preparing a program along with a budget, providing feedback during the supervisory visit, and correctly analysing results and following up proposals to solve problems.

DAY 7 : 5 JUNE 1990

Theme :

. *Conducting a supervisory visit*

Objective

. *Same*

Methods

. *Discovery*

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Techniques

. *Field exercise*

Activities

. *Analysing results of a supervisory visit*

. *Conducting a supervisory visit*

Results

a) Analysing results of a supervisory visit

Results are analysed individually and collectively. The following flow chart give instructions on what questions to ask and what action to take based on the answers :

1.	*Is there a deficiency ?*	*(No)*	*Give positive feedback and discuss how to further improve work*
	(Yes)		
2.	*Is the deficiency important ?*	*(No)*	*Give feedback and discuss how to eliminate deficiency*
	(Y)		
3.	*Is deficiency related to performance*	*(No)*	*Examine motivation and working environment*
	(Y)		
4.	*Has worker been adequately trained ?*	*(No)*	*Provide training*
	(Y)		
5.	*Has worker had opportunity to adequately apply knowledge and skills*	*(No)*	*Provide time for application with support, or retraining*
	(Y)		
6.	*Are worker's results and expectations clear ?*	*(No)*	*Review expected results and clarify objectives*

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(Y)

7. *EXAMINE MOTIVATION AND WORKING ENVIRONMENT*

1. *Is deficiency related to motivation ?* —— (No) → *Examine Performance and working environment*

(Y)

2. *Does worker lack initiative ?* —— (Yes) → *Determine what tasks Can be delegated*

(N)

3. *Does worker lack support ?* —— (Yes) → *Provide resource recognition further training assistance*

(N)

4. *Does worker lack professional consciensiousness ?* —— (Yes) → *Enforce professional norms*

(N)

EXAMINE PERFORMANCE AND WORKING ENVIRONMENT

1. *Is Deficiency related to working environment ?* —— (No) → *Examine Performance or motivation*

(Y)

2. *Is there a lack of clear objectives* —— (Yes) → *Review Plans*

(N)

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3.	Are there disruptive conflicts ?	—(Yes)	Determine nature of conflicts causes, and provide counseling
	(N)		
4.	Are services impeded by lack of critical resources ?	—(Yes)	Identify logistical problems external constraints and solutions
	(N)		
5.	Is staff demoralised because of lack of results ?	—(Yes)	Review objectives to see if they are realistic, and set realistic objectives
	(N)		
6.	Are staff frustrated by chief's style ?	—(Yes)	Meet with chief to review consequence of style and possible changes to make
	(N)		

EXAMINE PERFORMANCE AND MOTIVATION

In seeking the potential solutions to problems in motivation, participants discussed the ways to delegate effectively. The following points were made :

1. Tasks to be delegated need to be specified in detail

2. Decision making powers need to be specified in detail

3. A supervisory plan needs to be drawn up. It needs to include the following

   a. person should not be blamed for mistakes

   b. mistakes should be the basis for learning

   c. A date should be set for reviewing results and negotiating what should be delegated ..

4. Certain task which the director carries out can not be delegated.

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Generally there are about 20 % of all the tasks which a director does which influence 80 % of the results of the organisation or program. These tasks can never be delegated. This is called paretis law.

5. *In order to have effective delegation trust has to be built, and the director has to create an atmosphere and values in her organisation that develops trust.*

DAY 8 : 6 JUNE 1990

Theme :

- *Conducting a supervisory visit*
- *Analysing results of a supervisory visit*

Objectives :

- *Analyse the results of a supervisory visit*

Methods :

- *Discovery*

Techniques

- *Simulation*
- *Exercise*

Activities

- *Simulation of a series of supervisory visits to animators*
- *Review of principles of analysing results*
- *Analysis of results of supervision of 25 animators*

Results :

a) *Simulation of a series of supervisory visits to animators.*

Because participants had not been able to find animators when they visited the sites on Day 7, a simulation exercise was held in order to give each participant an opportunity to use the supervisory form and collect data. The simulation lasted 2½ hours. The participants were given different situations to practice data collection skills.

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Following the exercise, the types of problems which can arise in the interactions between the supervisor and the animators were identified and possible solutions to these problems wer discussed. The problems were divided into problems which could occur when the supervisor meets with individuals, and problems which occur when the supervisor meets with a group

Individual related problems

Problem	Solution
1. Misunder standings (purpose of the visit	1. explain purpose of the visit politely and cordially
2. Tension	2. Create a friendly atmosphere - Change style
3. Resentment	3. Identify the cause of resentment and deal with it openly
4. Confusion (about questions which supervisor asks)	4. Use simple language - Ask the question in different ways.

Group

Problems	Solutions
1. Members get out of hand	1. - Ask members to talk one at a time - have a coffee break and change atmosphere - ask members to write out their problems - reschedule meeting and give tem pers a chance to quiet down - negotiate normsfor the meeting - identify major problems and discuss one at a time - try to find a practical solution to one problem to build

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	confidence and trust in supervisor's ability
2. Members attack or accuse the supervivors of various things	2 - Keep a cool head - Identify the problem and openly discuss it - accept feedback with view to becoming a better supervisor

The various problems indicated above accurred during the simulations and the solutions identified were these which the participants employed.

Following the simulation participants turned once again to the analysis of data collected using the supervisory forms. They reviewed the steps in analysing the results of an individual supervisory visit, noting the questions to ask for results of performance, motivation and working environment, and what to do when the answer was Yes or No.

Participants then reviewed the methods of analysing results of supervisory visits to a large number of animators. The following procesures were explained.

1. Tabulate the results. Prepare a Data summary sheet. The rows are for each animator. The columnsare for the potential results to each Duty under performance and each potential result for elements under motivation and working conditions. A data summary sheet to tabulate the results of the supervisory form would look like the one below :

*

* *

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[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
1	✓	✓		✓		✓		✓	✓	✓		✓	✓	✓		✓		✓		✓		✓
2	✓		✓		✓		✓		✓		✓		✓	✓			✓	✓		✓		✓
3	✓		✓		✓		✓		✓		✓		✓	✓			✓		✓	✓		✓
4	✓		✓		✓		✓			✓	✓		✓	✓			✓	✓		✓		✓
5	✓		✓		✓		✓			✓	✓		✓	✓			✓		✓	✓		✓
6		✓		✓		✓		✓				✓			✓		✓		✓	✓		✓
7		✓		✓	✓		✓			✓		✓		✓		✓		✓		✓		✓
8	✓		✓		✓		✓			✓	✓		✓	✓			✓	✓		✓		✓
9	✓		✓		✓	✓				✓		✓		✓		✓		✓		✓		✓
10	✓		✓		✓	✓			✓		✓		✓		✓		✓		✓			✓
11	✓		✓	✓		✓			✓		✓		✓		✓		✓		✓			✓
12		✓		✓	✓		✓			✓		✓		✓		✓		✓		✓		✓
13		✓		✓	✓		✓		✓		✓		✓		✓		✓		✓		✓	
14		✓		✓	✓		✓			✓		✓		✓		✓		✓		✓		✓
15	✓		✓		✓		✓			✓	✓		✓	✓		✓		✓		✓		✓
16	✓		✓		✓		✓		✓		✓		✓	✓		✓		✓		✓		✓
17	✓		✓		✓		✓			✓		✓		✓		✓		✓		✓		✓
18	✓		✓			✓		✓			✓		✓		✓		✓		✓		✓		✓
19		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
20	✗	✓		✓	✓		✓			✓		✓		✓		✓		✓		✓		✓
21	✓		✓		✓		✓			✓		✓		✓		✓		✓		✓		✓
22		✓	✓		✓		✓			✓		✓		✓		✓		✓		✓		✓
23		✓	✓			✓		✓			✓		✓		✓		✓		✓			✓
24		✓	✓			✓		✓			✓		✓	✓		✓		✓		✓		✓
25		✓		✓		✓		✓			✓		✓		✓		✓		✓		✓		✓

Participants then reviewed the basic steps of analysis. These included

1. *Take totals for each column*
2. *Take the percentage of each column base on the number of animators*
3. *Make comparisons among the various duties and elements based on the percentages.*

It was noted that percentages gave more information than totals and were therefore more useful. It was also noted that graphs were very useful ways to present the results as graphs facilitated understanding and made a stronger impression than percentages. Percentages give more information because they present the true majority and make for more accurate comparisons.

Participants then went over the remaining steps in carrying out an analysis. These included :

. *Drawing conclusions*

Analysis : 66 % of animators perform Duty 3 poorly

Conclusion : We therefore have a serious problem with duty 3

. *Interpetation*

- *reasons for poor performance of Duty 3*
- *consequences of poor performance of Duty 3*

. *Recommendation*

- *What are solutions to problems*
- *What are the actions to take to solve these problems.*

Participants proceeded to carry out the analysis of supervisory data based on the Data Summary Sheet presented above.

.../

Day 9 : 7 JUNE 1990

Theme :

. *Preparing Supervisory Reports*

Objectives :

. *Analyse results of data collected using Supervisory form*

. *Prepare a report based on the analysis of results*

Methods :

. *Discovery*

Technique :

. *Group work*

. *Exercise*

. *Discussion*

Activities :

. *Analysis of Results of Supervisory visits using Data Summary Sheets*

. *Identifying means of providing effective support*

. *Preparing a Supervisor's Report.*

a) *Analysis of Results of Supervisory visits. Participants continued their analysis of the results of the supervisory visits to the 25 animators presented on the Data Summary Sheet Graphs were prepared to present the results for performance, motivation and working conditions. Techniques for preparing graphs were reviewed.*

. *Each item in the supervisory form should be represented in the graph*

. *If more than one column is used to present results and the results are different, the columns should have different marking or colors to distinguish one type of result from another.*

. *A key should be indicated on the graph to explain the meaning of the colors or the marking.*

.../

- *Although the points on the graph are marked 1, 2, 3,... etc., people using the graph need to know what the numbers mean. In the graphs presented, the numbers represent duties regarding performance and elements regarding motivation and working environment. It is important to remember what the duties and elements are in order to be able to interpret the graphs.*

- *It is important to carefully observe the fluctuation in the column sizes as they fluctuations reveal important information.*
  After analysing the results of the entire group of 25 animators presented in the Data Summary sheet, participants were asked if the poor results were characteristic of specific animators or of different Animators. Upon review of the Data Summary sheet, they were easily able to identify 8 animators who's results were consistently low. This was considered as a subgroup that needed special attention.

Participants then reviewed the principale of Selective supervision. This is the means by which the supervisor. Focus time and effort selected duties or elements, or workers who are in need of improvement. The Data Summary Sheet can help the supervisor identify what to select for special attention.

Participants then developed a check list for ways of providing practical and effective support. Since this was often recommended as a solution to problems.

Area of support	Staff want	Supervisor should give
Material	equipment/supplies	. training for maintenance . repair . spare parts . means to prevent waste
Financial	Money	Training in accounting budgetting
Moral	Counrelling	. good listening . availability of self . recognition . negotiation

.../

Technical	Training	- On the sport training - visits to learn from others in the area - hand outs

Informational support was also added. This includes information on administrative procedures, benefits, and help in filling out different forms.

After having reviewed the ways of giving practical support, the participants prepared an out line of a supervisors report and used the out line as a basis of writing a report of the results depicted in the Data Summary Sheet from which they had done their analyses.

Outline of Supervisor's Report

I. Introduction
- purpose of report
- purpose of supervisory visits

II. Background
- characteristics of group supervised

III. Methods
- Supervisory form
- Program
- how data were collected (group or individual visits)

IV. Presentation of results
- graphs

V. Conclusions

VI. Interpretation

VII. Recommendations

The report prepared by the participants follows :

.../

SUPERVISOR'S REPORT

Introduction : Report is on a supervisory visit done on 6.6.90 to evaluate the performance of 25 animators in the Central Province.

Background : 25 animators of the Central Province who have not been supervised for the last I yr. These animators are all secondary school leavers who have undergone 3 months training in animation in the community development school in Kumba.

Methodology : Supervisory form (see annex I)

The form is divided into 3 sections using the criteria for :

a. Section I : Performance - Very Good, Good, Poor

b. Section II : Motivation - Very Satisfactory, Satisfactory, Unsatisfactory

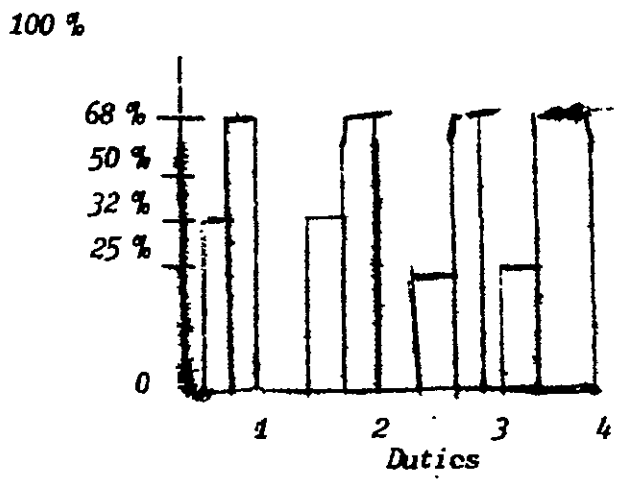
c. Section III : Working Conditions - Very Satisfactory, Satisfactory, Unsatisfactory.

We reported at the D. O's office on the 6.6.90 at 8.30 a.m and explained the purpose of our visit.

We spent 25 minutes with each animator.

PRESENTATION :

Performance



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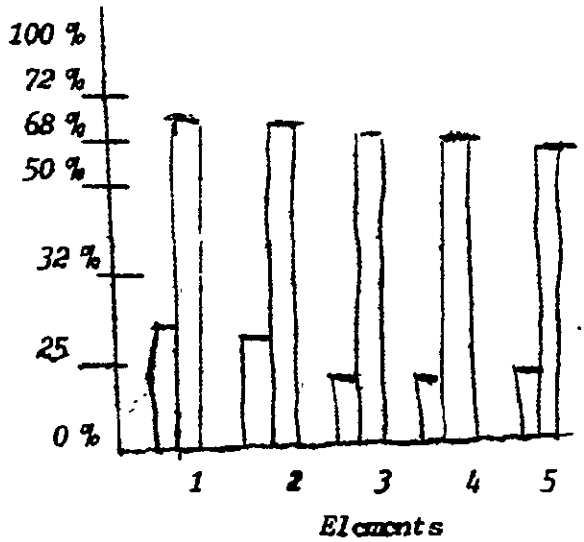
Key

|__| - Very Good

|__| - Poor

MOTIVATION

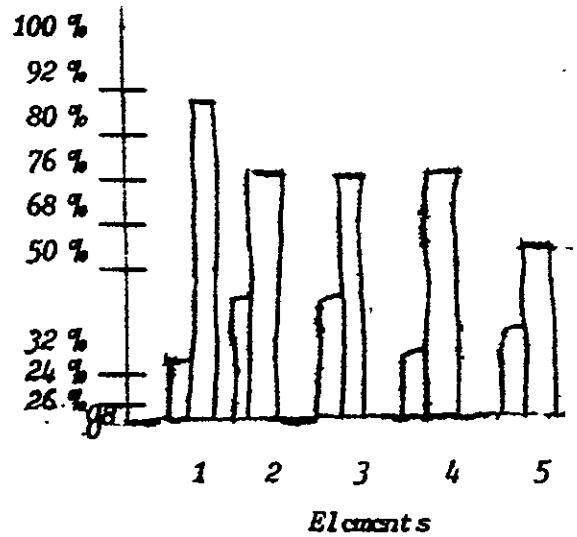


Key

|__| - Very satisfactory

|__| - Unsatisfactory

WORKING CONDITIONS



Key

|__| Very Satisfactory

|__| Unsatisfactory

CONCLUSIONS :

SECTION I : Performance

Only 68 % of the animators performed at least good on duties 1 2 3 4. Therefore we can conclude that they were not adequately trained on how to collect information, execute selected projects.

The major consequences would be that duties end up not being effectively done, There is misunder standing, confusion, and disgruntlement. Recommend on the spot t training to be given to animators as regards to what is expected of of them and how they should go about performing their various duties. On the spot training could begin next month for 3 wks starting 5th — 25th july 1990.

.../

SECTION II : - *In elements 1, 2, 68 % of the animators were at least satisfied, whilst in element 3 and 4 72 % of the animators were satisfied. Therefore we can conclude that in elements 1, 2 the animators were not always delegated authority and were very rarely asked to initiate projects. In elements 3 ; 4, 72 % of the animators felt qualified and some time was spent giving them training on tasks they were expected to perform but didn't know how to.*
The consequences will be that, the expected target is not achieved.

Therefore recommend that animators should be delegated some authorities and detail job description should be made available to all the animators.

SECTION III : *In element 1, 92 % of the animators were at least satisfied with their working condition. Therefore we can conclude that they are well organised. In elements 2 and 3 76 % of the animators were at least satisfied with staff relations hips*
and availability of resources and therefore conclude that the critical resources are not always available and there are sometimes conflicts among the staff.
In elements 4 80 % of the animators achieved expected results therefore conclude that 20 % of the animators who did not achieve expected results was due to performance and motivation.
In elements 5 only 68 % of the animators were satisfied with the style of their boss. Therefore we can conclude that the style of the boss is unsatisfactory and leads to the low output of 32 % of the animators.

Recommend that on - the spot leadership training should be given to the boss. FOllow up visits his work place should be carried out monthly.

Summary : *We have a subgroup of 10 animators who need special attention. We recommend that special supervisory attention be given to them.*

.../

DAY 10 : 8 JUNE 1990

Theme

. Giving feedback

Objectives

. Deliver effective feedback

Methods

. Discovery

Techniques

. Group exercise
. Group Discussion
. Role play

Activities

. Brainstorming operational definition of feedback
. Role play on ways of giving feedback
. Identifying problems in giving and receiving feedback, and solutions to these problem.

Results

a) Operational definition of feedback. In a brainstorming session participants listed the major characteristics of feed back:

1. share observations
2. Analyse observations
3. Give praise and recognition
4. Criticize and reprimand
5. Other advise on how to improve performance, motivation and working conditions
6. Make conclusions and take decisions on action to improve performance, etc...

b) Giving feedback

Participants role played feedback situations based on the 3 short

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case studies which were used in the first session. Feedback style was analysed by the participants and comments were made as to how to improve style.

c) Problems in giving and receiving feedback. A brainwtorming session resulted in the following checklist

FEEDBACK

GIVING	RECEIVING
problmes : - Could the wrong feedback - could be brased - could be subjective - could be judgemental	- Could be misunderstood - may not be appreceated - People may get hostile - People may refus to take feedback or misunderstand it
Solutions : - Should be clear and and precise - should be appropriate - should be unbrasded - should objective	- ask questions to clarify - make effort to listen - should be accepted without defensiveness

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SUPERVISORY FORM

Date :

Time :

Post :

Site :

Title :

Name of Supervisor

Name of Supervisee :

Institution :

	INFORMATION			CRITERIA		
DUTIES	QUESTIONS	OBSERVATIONS	RECORDS	VERY GOOD	GOOD	POOR
1. Collect Information concerning [illegible]	- What activities exist ? - Who is in charge? - What are the available/unavailable resources ? - What Projects can I get involved in ? - What are the existing problems how have they been solved ? - What are the needs of the people ? - What are the social norms of the area ?		- Look at the written documents i.e. reports statistics	- The animator must identify information on the socio economic and cultural life of the people; the gou't and non-gou't services existing the resources available and not available must have contacted the services that can solve existing or would be problems.	Same as above but did not contact the services that can solve the existing or would be problems	Did not identify existing problems and the needs of the people .

.../

) Analyse information.	- Did she identify existing problems - Did she set objectives ? - Did she set priorities ? - Did she identify feasible project - Did she identify strategies to solve problems	BEST AVAILABLE	- Look at her written documents	- The analysis must include existing problems vis-a-vis the needs of the population, identify feasible projects, set priorities guidelines for solving would be problems	- Same as above but did not identify feasible projects.	- Same as above but did not set priori and guidelines.
) Contact authorities Target groups	- Did she contact administrative, local, political, religious, authority ? - Did she also contact traditional rulers and social group leaders		- Look at her program of activities.	- The animator must have contacted the administrative, local, political and religious authority in the area she should have also contacted the traditional rulers and social group leaders to make them aware of the projects activities she intends to implement.	- Same as above but did not contact the religious groups.	Did not contact the traditional leaders
) Execute Selected Projects	- Name of project to be executed ? - Do you have enough resources ? - Is project being carried out as planned ?	- Women in action i.e. Can the project site - Can observe the finish or unfinished articles or output.	- Look at written records. e.g. reports			

.../

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	- List of members involved in this project - How long has project existed , - How did it come about ? - Who's in charge of the project ? - What is the Duration of this project ? - Who's responsible for what ? - How's project carried out ? - What problems exist ?		- Project is on schedule every one - Participates	- Project is on schedule but not every one participates	- Project is not on schedule but not every one participates

COMMENTS :

1- RESULTS : _____

_____

2- FEED BACK : _____

_____

3- SOLUTIONS : _____

_____

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MOTIVATION

ELEMENTS	QUESTIONS	OBSERVATIONS	RECORDS	VERY SATISFACTORY	SATISFACTORY	UN-SATISFACTORY
Personal needs salary						
Status recognition	- What is your position ? - Are you respects - Do people appreciate your job ? - Do you like what you do ?	- See if she is happy if - She does her job with ease	- Mark sheets - Monthly reports	- receives praise always after every job that is well done	Some times recieves praise	Seldom recieves praise.
Initiative delegated authority	- Are you incharge of activities ? - Have you ever initiated any new projects ?		- minutes of meeting - mark sheet	- Regularly is delegated authority	Sometimes is delegated authority	Seldom delegated authority
Professional satisfaction Training	- Are there things you can't do but is required to be done but you don't know how to do them.		- Her certificates in her file	Feels she is very qualified to do the job	Feeds is qualified to do her job.	Feels is not too qualified to do her job
Results achieved	- Were the results positive ? - Were your goals attained ?		Look at files and records	Always achieves results	Sometimes achieves results	Seldom achieves results

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Resources.	- Are resources Always available ? - Are resources always the right type	- Look at stock room - Check if materialsare in working condition	Look at the written records	Always available to her	Sometimes Available to her	Seldom available to her.

COMMENTS :

1- RESULTS : _____

2- FEED BACK : _____

3- SOLUTIONS : _____

WORKING - CONDITIONS

ELEMENTS	QUESTIONS	OBSERVATIONS	RECORDS	VERY SATISFACTION	SATISFACTORY	UN-SATIFACTORY
ORGANISATION	- What duties exist ? - Who is incharge of what ? - Do you have a detailed job description ? - Do you know who your supervisor is ? - Do you have a programme of activities ?		- Check work programme - check job description	Detailed plans budgets calendars	General Plans	No Plans
STAFF RELATIONSHIPS	- Do any conflicts exist ? - How well do you get along with each other ?	- Observe them interact - whether atmosphere is conclusive or tense e.g. Staff meetings, group meetings etc...	- Look at existing records	- No conflitts	disagreements but no fights	frequent conflicts.
AVAILABILITY OF RESOURCES	- What are the critical resources need ? - Are they always available ?	- Look at the the stock room - Observe their conditions.	- Look at the records, - inventory	- Not short cuts - No stock out	occasional short cuts but not with important materials	Frequent with important material

.../

PROGRAM RESULTS	- *Have you reached your desired goals ?* - *Do you know what what the programs targets are ?*	- *Observe the results where they are*	- *Look at the programme of activities* - *Look at reports*	*Exceed their targets*	*Meet target*	*Below target*
STYLE OF THE BOSS	- *Do you take part in decision making ?* - *Are you allowed to introduce some thing new ?* - *Does she listen to staff problems ?*	- *Observe her interaction with her staff*	- *Look at how problems are i.e. Solved-meeting minutes and disciplinary actions*	*Always appropriate with her decisions*	*Generally appropriate with her decisions*	*Seldom appropriate with her decisions.*

COMMENTS :

1. *RESULTS :* _____

2. *FEED BACK :* _____

3. *SOLUTIONS :* _____

ANNEX 2

Ministère des Affaires Sociales
et de la Condition Féminine

FPMT/USAID-CAMEROUN

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SEMINAIRE-ATELIER SUR LA SUPERVISION
DES PROGRAMMES DE PLANIFICATION FAMILIALE

RAPPORT TECHNIQUE

CAMEROUN-YAOUNDE DU 28 MAI AU 8 JUIN 1990

OBJECTIFS

A la fin de l'atelier, les participants devraient être capable de:

1) Expliquer le concept de la supervision

   1.1. donner une définition opérationnelle

   1.2. énumérer les éléments les plus importants

2) Planifier un programme de supervision

   2.1. préparer une série d'instruments de supervision

   2.2. préparer un horaire pour la supervision

   2.3. préparer un budget pour exécuter un programme de supervision

3) Mener les activités de supervision

   3.1. identifier les activités à entreprendre

   3.2. effectuer les visites de supervision

   3.3. identifier les imperfections professionnelles

4) Donner du feedback basé sur les données recueillies lors des visites de supervision

   4.1. énumérer les caractéristiques d'un feedback efficace

   4.2. donner du feedback efficace

   4.3. faire un plan pour un rapport de supervision

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AVANT PROPOS

Au terme de ce séminaire-atelier, l'auteur du présent rapport remercie :

- Son Excellence Madame le Ministre des Affaires Sociales et de la Condition Féminine du Cameroun pour son appui moral ;

- Les Responsables de Management Sciences for Health (MSH) et ceux de l'USAID par leurs appréciables contribution et assistance.

Nous n'oublions pas Madame NJOCK NJE Yvonne du MINASCOF et Madame PROMENT du PNUD pour leur appui à l'organisation de ce séminaire atelier.

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INTRODUCTION

1.1. TERMES DE REFERENCE

La présente action demandée conjointement par le MSH et le Ministère des Affaires Sociales et de la Condition Féminine avait pour termes de référence :

a) - Planifier la conférence-atelier

b) - Conduire la conférence-atelier

c) - Elaborer un rapport technique de cette conférence-atelier destiné aux organisateurs.

1.2. DEROULEMENT

1.2.1 - Le séminaire atelier sur la supervision s'est tenu dans les installations de l'IPAR où se sont déroulées les précédentes conférences-ateliers sur la gestion des programmes de planification familiale.

1.2.2 - La période d'activités a été du 28 Mai au 8 Juin 1990, comprenant 6 heures de cours par jour.

1.2.3 - Le but de ce séminaire était d'améliorer les capacités des participants, pour la plupart de Directrices des Maisons de la Femme, à superviser les activités de leur structure.

1.2.4 - Objectifs généraux

A la fin du séminaire, les participants doivent être capables

- d'expliquer le concept de supervision
- de planifier une supervision
- de conduire une supervision
- d'exploiter les données d'une supervision pour la rétro-information

Objectifs spécifiques

A la fin de ce séminaire, le participant qui traite de la supervision doit être capable de :

a.a donner une définition opératoire de supervision

a.b. Enumérer les composantes d'une supervision

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b.a Confectionner les instruments d'une supervision
b.b Elaborer le budget de la supervision
b.c Elaborer le calendrier de la supervision
b.d Identifier les activités à mener tout au long du processus de la supervision.

c.a Mener les activités d'une supervision sur le terrain
c.b Identifier une déficience professionnelle chez les supervisés.

d.a Enumérer les 6 caractéristiques d'un feed-back
d.b Donner une rétro-information au supervisé concerné
d.c Elaborer le rapport de supervision fait..

1.2.4. - La méthodologie utilisée était basée sur l'approche expérientielle, consolidée par les méthodes participatives telles que la découverte, l'active et l'interrogative, avec comme technique : les études de cas, les exercices et le jeu de questions-réponses.

1.2.5. - Du nombre de 28, les participants étaient répartis en deux groupes dont 22 francophones et 6 anglophones.

Le présent rapport a pour objet de retracer le déroulement technique de la conférence-atelier pour les francophones.

Ministère des Affaires Sociales
et de la Condition Féminine

FRMT/USAID-CAMEROUN

SEMINAIRE-ATELIER SUR LA SUPERVISION
DES PROGRAMMES DE PLANIFICATION FAMILIALE

JOUR 1 : LUNDI 28 MAI 1990
2 : MARDI 29 MAI 1990

1. THEMES 1

- PRESENTATION MUTUELLE
- ORIENTATION ET NEGOCIATION
- TEST DE STYLE DE NEGOCIATION

2. OBJECTIFS D'APPRENTISSAGE

A la fin de la seance, le participant doit être capable de :

1 - Faire la connaissance des autres participants
2 - Donner son accord sur le programme de cours et les conditions de travail.
3 - Identifier son propre style de négociation en tant que Superviseur.

3. METHODES : Méthode de la découverte et la méthode affirmative.

4. TECHNIQUES : Exposé et exercices.

5. DEROULEMENT

5.1. Activités d'apprentissage

a) - Après l'ouverture du séminaire, les participants ont été invités à former un cercle autour des facilitateurs.

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Les participants et les facilitateurs devaient se lancer une balle tout en donnant chacun qui recevait la balle son nom, prénom, fonction et provenance.

b) - Ensuite les facilitateurs ont donné les informations sur les conditions d'hébergement et restauration. Ils ont présenté par la même occasion l'horaire de travail.

c) - Après la répartition des participants en deux groupes francophones et anglophones, les participants ont passé à titre individuel les tests d'auto-évaluation de leurs capacités de négociateurs en tant que superviseur. Ce exercice a aussi donné lieu à la constitution de 2 sous-groupes de travail.

5.2. Résultats

a) - De la présentation s'est dégagée la liste suivante :

Mme EFFIOM Confort
Mme ATANGA Catherine
Mme TEKENO Stella
Mme [illegible]KI E. Veronica
Mme EFFIONG Monica Arit
Mme MBAH Marcelle
Marie-Thérèse NGO MAHE[illegible]
Mme OYIE Marie Marcelli[illegible]
Mme Suzanne EPEE
Mme Laurentine ELONG
Mme NOAH née ADAMA
Mme TIENTCHEU Thérèse
Mme NDZOUGOU Marie Colette
Mme NOPOUDEM Odette
Mme MOLU Suzanne
Mme KAMGU-KOM Victorine
Mme AMBANI N. Clotilde
Mme Marie Henriette BELINGA
Mme Isabelle FOUDA TABI
Mme NLEND Christine
Mme NJIKE Marie
Mr DOUMARA TARANG

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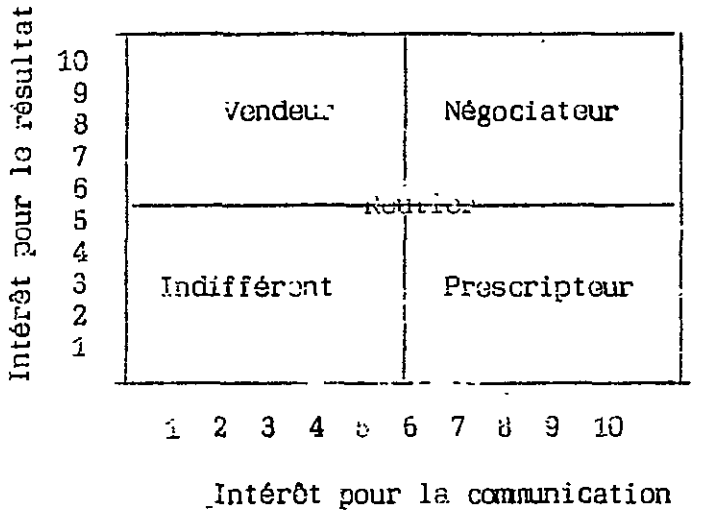
b) - La négociation a abouti à l'adoption de l'emploi de temps proposé c'est-à-dire de 7H30 à 13H30 avec une pause de 20 minutess à 11 H.

c) - L'exercice sur la négociation a permis à chaque participant d'identifier son propre style soit vendeur, négociateur, indifférents, prescripteur, soit routier.

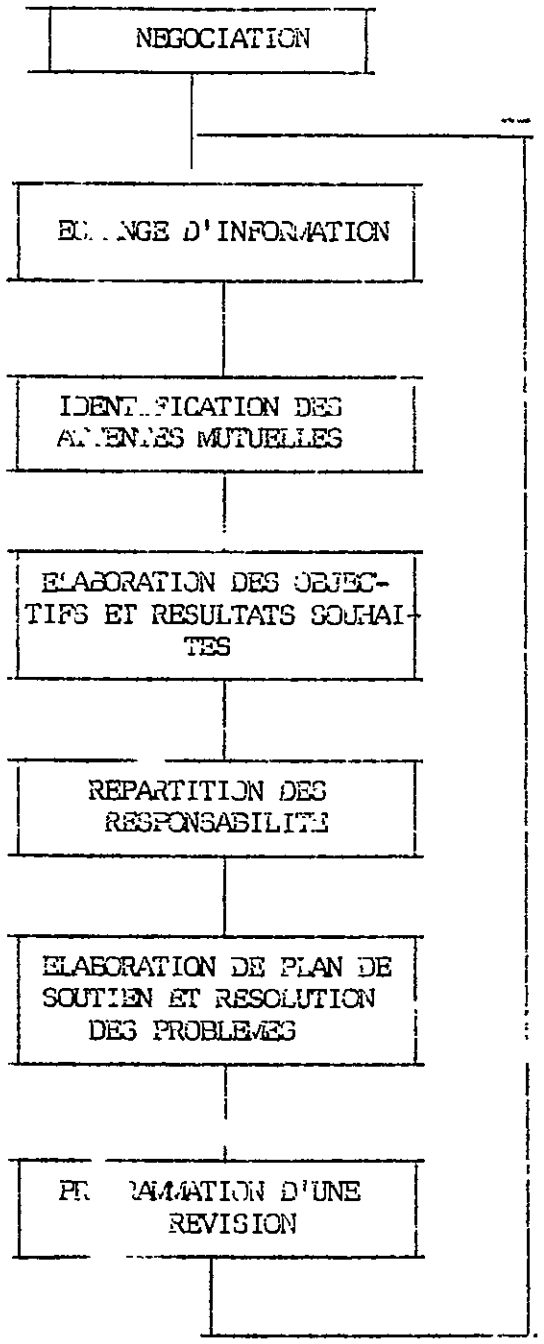
Ainsi selon que le superviseur accorde de l'importance au résultat ou à la communication, il se situe dans l'un des quatre cadrans ci-dessous ou encore au milieu.



5.3. Synthèse du facilitateur

Le facilitateur a insisté sur l'importance de la négociation dans le processus de supervision étant donné que le superviseur est toujours appelé à négocier les objectifs et les résultats du programme avec ses collaborateurs, il faut qu'il soit un bon négociateur.

Enfin le facilitateur a donné le schéma de négociation que voici.



1. THEME 2 : CONCEPT DE SUPERVISION

2. OBJECTIFS : D'APPRENTISSAGE

A la fin de la séance, le participant doit être capable de :

1 - Donner une définition opératoire de la supervision
2 - Identifier les composantes d'une supervision
3 - Enumérer les avantages d'une supervision.

3. METHODE : Découverte - Intérrogative

4. TECHNIQUE : Etude de cas, exercice, jeu de question/réponses.

5. DEROULEMENT

5.1. Activités d'apprentissage

Les participants répartis en sous-groupe ont été invités à analyser les trois cas individuellement, puis en sous-groupe. Les résultats ont été discutés en séance plénière.

Ensuite par un jeu de question/réponses ils ont défini la supervision et ses composantes et ont énuméré les avantages qu'offre une supervision pour les supérieurs, le supervisé et pour le service.

5.2. Résultats

En séance plénière les participants ont présenté les productions ci-après :

GROUPE I

SITUATION 1

Problème : Manque de collaboration entre le Chef et son équipe .

Causes : -complexe d'infériorité de la part du reste du personnel et jalousie ;
- Mauvaise gestion du personnelm par le Chef ;
- Manque de communication dans le service (entre le responsable et son équipe) ;

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- Refus du changemen
- Manque de formation du reste du personnel.

Conséqences

- Baisse des prestations
- Boycottage du travail.

Solutions

- Séance de travail entre le superviseur et le responsable du centre ;
- Contacts informels entre le superviseur et les autres agents.;
- Réunion général du superviseur et tout le staff du centre ;
- Réorganisation du travail : description des activités, des tâches, des postes, répartition des responsabilités ;
- Formation ou recyclage du reste du personnel ;
- A long terme, motivation du personnel.

SITUATION 2

Problème : Négligence et manque d'entretien du matériel et des locaux par l'équipe de Bacterio du Centre.

Causes - Mauvaise organisation du travail ;
- Incompétence et indifférence du Chef.

Conséquences : - Mécontentement général
- Pertes de temps.

Solutions : - Réorganisation du travail avec redéfinition des tâches ;
- Observations à l'équipe de Bacterio.

SITUATION 3

Problème : Absence de tolérance.

Causes : - Opinions divergentes sur le plan religieux ;
- Ecart d'âge.

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Conséquences : - Perturbations du service.

Solutions : - Rappel à l'ordre, à la discipline et au respect de la hiérarchie par le Chef de service ;
- Rappel du principe de la cité de service.

GROUPE II

SITUATION I

Problèmes

- Manque de collaboration entre le Chef d'équipe et son personnel ;
- Absence de délégation des pouvoirs.

Causes

- Egoïsme du Chef d'équipe ;
- Absence de motivation des agents ;
- Complexe d'infériorité des agents non formés.

Conséquence : - L'objectif du programme ne peut être atteint.

Solution : - Créer une ambiance de travail ;
- Emprunt d'acceptabilité
  * Amener le Chef d'équipe à motiver son personnel et à le responsabiliser ;
  * Avoir une attitude acceptable envers ses collaborateurs ;
  * Ne pas être contrôleur.

SITUATION 2

Problème : - Mauvais fonctionnement de service.

Cause : Manque d'organisation de travail.

Conséquence : - Relachement des activités dans le service ;
- Risque de détérioration du matériel de travail ;
- Risque de contamination des patients
- Non fiabilité des résultats à cause de la tension au sein de l'équipe.

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Solution

Réorganiser le service et responsabiliser chaque membre de l'équipe. (dresser un calendrier des activités avec les noms des différents responsables).

SITUATION 3

Problème : Mauvais rapports humains.

Causes : - Abus d'autorité du surveillant ;
- Manque de conscience professionnelle ;
- Non respect de la hiérarchie.

Conséquence : Mauvais fonctionnement du service.

Solutions

- Amener le surveillant à plus de tolérance ;
- Amener l'infirmier à améliorer sa conduite ;
- Respect mutuel ;
- Inviter les agents à plus de conscience professsionnelle .

5.3. Synthèse du facilitateur

Le facilitateur a résumé les trois études de cas en précisant que les différents problèmes cités dans les trois situations peuvent être présentés schématiquement comme suit :

Problèmes liés : - à la motivation (style de supervision, frustration)
- à l'organisation (procédure, normes, structure, ressources)
- au résultat (clarté, réalisme).

Dans leur expression, ces problèmes se présentent comme des conflits qui peuvent être individuel ou collectif.

Tous ces problèmes affecte la PERFORMANCE que nous définissons comme le rapport entre le résultat et l'effort. Ce résultat est exprimé en termes de quantité et qualité alors que l'effort tient compte de la force physique et intellectuel ainsi que du rythme de travail.

$$\text{PERFORMANCE} = \frac{\text{RESULTAT}}{\text{EFFORT}}$$

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Mais il faut des normes définies comme une mesure acceptable de la performance. Elles s'expriment en quantité et qualité et en rythme de production de résultat. Ex : une secrétaire doit dactylographier 10 lettres (jour) sans surcharge ni erreur. Une Sage-femme doit assurer 10 femmes (jour)..... consultations de gynéco.

Ainsi les éléments de la supervision sont les suivants :

- le style de supervision ;
- les objectifs en terme de résultats attendus ;
- la norme de performance portées sur les instruments
- le supervisé ;
- les conditions de travail.

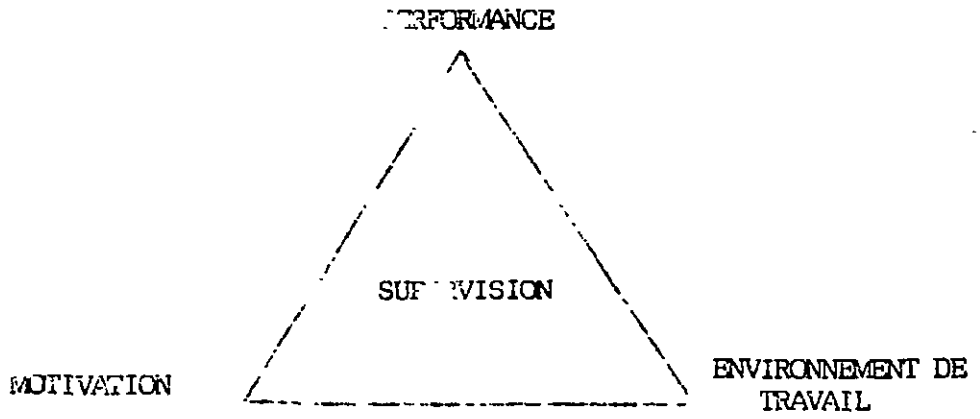
Partant de ces éléments la supervision peut se définir comme une vision de haut de la structure visant à améliorer la performance du supervisé et celle de l'organisation.

Cette définition peut être représentée comme suit :

a) --

CONCEPT	ATTRIBUTS	INDICATEURS
Supervision	- Performance	- Effort - Effet - Direction
	- Motivation	- Satisfaction des besoins - Initiative - Conscience professionnelle
	- Conditions de travail	- Communication - Environnement de travail

b)



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S'agissant des styles de supervision considéré comme élément fondamental de la supervision, le facilitateur a dégagé les aspects positifs et négatifs de chacun de ces styles afin d'attirer l'attention du superviseur sur leurs applications.

a) - STYLES DE SUPERVISION

STYLE	ASPECTS POSITIFS	ASPECTS NEGATIFS
Autocratique (force et rigueur)	Obtention rapide du résultats Atteinte des objectifs	Frustration chez les collaborateur. Sentiment de peur
Laisser faire (indifférence)	Absence de conflits entre le Chef et les collaborateurs. Bonne ambiance	Difficultés d'atteindre les résultats. Tendance au chaos.
Participatif (négociation)	Très bonne ambiance Concensus sur tout responsabilité de résultat partagé entre le Chef et le collaborateur	Lenteur dans la prise de décision.

b) - MODALITES D'APPLICATION DES STYLES DE SUPERVISION

STYLE DE SUPERVISION	SITUATION		
	PERFORMANCE	MOTIVATION	CONDIT. TRAVAIL
Autocratique	Quand les tâches sont exécutées au dessous de normes acceptables	Quand il faut augmenter l'effort	Quand il y a carence des ressources
Laisser-faire	Quand les tâches sont exécutées conformément aux normes	Quand l'effort et la productivité sont acceptables	Quand les ressources sont disponibles
Participatif	Quand les tâches ne sont clairement liées au résultats	Quand il faut augmenter les résultats au rendement	Quand il y a beaucoup de demande et beaucoup de ressources.

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Enfin il a présenté sous forme d'un tableau synthétique les avantages que l'on peut tirer de la supervision.

AVANTAGES DE LA SUPERVISION

AGENT	PERFORMANCE	MOTIVATION	CONDITIONS DE TRAVAIL
1 SUPERVISEUR	s'assurer que le travail s'exécute conformément aux normes	Connaître le genre de soution à fournir. Amélioration de sa capacité de gestion	Devenir capable de planifier le travail et l'utilisation des ressources
2 SUPERVISE	Connaître les aspects positifs et négatifs de son travail et les possibilités de les améliorer	S'assurer de l'assistance de son Chef	Savoir qu'il faut planifier les activités et les ressources qui doivent être réellement utilisées
3 SERVICE	Le travail est orienté vers l'accomplissement des objectifs du programme	Augmentation de l'effort et de la productivité Enrichissement des tâches Possibilités d'innovation.	Amélioration générale de l'environnement de travail.

La différence entre la supervision et les autres fonctions réside essentiellement en ce que cette fonction vise l'identification d'une déficience pour l'amélioration de la performance.

Supervison : assistance au collaborateurs
Evaluation : jugement de valeur
Inspection : surveillance des normes
Contrôle : constat d'écart et prise des mesures
Monitoring : surveillance continue de l'activité.

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JOURS 3 : MERCREDI 30 MAI 1990
4 : JEUDI 31 MAI 1990

1. THEME : CONFECTION DE L'INSTRUMENT DE SUPERVISION

2. OBJECTIFS : A la fin de la séance le participant doit être capable de :

de :

1 - Décrire un poste de travail de l'Animatrice de la M.F.

2 - Confectionner une fiche de supervision à partir de la description de poste élaboré.

3. METHODE : Découverte

4. TECHNIQUE : Exercices

5. DEROULEMENT

5.1. Activités d'apprentissage

a) - Les participants ont réalisé individuellement la description de poste de l'Animatrice de la Maison de la Femme.
Les résultats de la réflexion individuelle ont été discuté en sous-groupes pour enfin être presentés en séance plénière.

b) - Ensuite, à titre indiviuel les participants ont confectionné l'instrument de supervision à partir de la description de poste élaboré. Les résultats discutés en sous-groupes ont été présentés à la séance plénière.

c) - Ce même exercice a été fait pour le poste d'animateur.

5.2. Résultats

Les sous-groupes ont produit les résultats ci-après :

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GROUPE 1

DESCRIPTION DU POSTE

Titre : Directrice de Maison de la Femme

Grade : Rang de Chef de Service Adjoint d'Administration Centrale N°1.

Relations hiérarchiques : Placée sous l'autorité du Préfet.

Attributions : Concevoir et animer les activités de promotion de la femme, de la jeune fille et de la famille.

Responsabilités

- Diriger, gérer, veiller à la bonne marche de l'institution
- Représenter la Maison de la Femme dans tous les actes de la vie publique.

Niveau de formation : BAC + 2 années de formation en

- santé
- Service social
- gestion
- Education
- Animation
- Agriculture

Expérience professionnelle : 3 ans

Exigences du poste

- Etre de bonne moralité
- Etre mariée ou célibataire digne.

Avantages :

- Salaire mensuel minimum
- 10e catégorie, tranche 2
- Indemnités
- Véhicule de service
- Logement ou indemnités de logement substantielle.

E.P. 12/an

T1 = Planifier = 1/an

K.O - 1

J.NAJIAVA

Ass - 2 1 x 3 = 3 ans

Maîtrise - 3

GROUPE II

DESCRIPTION DE POSTE DE DIRECTRICE DE MAISON DE LA FEMME

Titre : Directrice Maison de la Femme

Position : Cadre moyen (B1)

Grade : Chef de Service Adjoint de l'Administration Centrale

Attributions :
- Planification
- Organisation
- Programmation
- Direction
- Supervision-évaluation
- Délégation
- Négociation
- Gestion
- Rendre compte à la hiérarchie.

Responsabilités : Bonne gestion de la Maison de la Femme.

Qualifications :

Santé : Médecins - Sage-Femme - IDE - TSSI

Education : IAET - IT - IEG

MINASCOF : AS - ASA - Contractuels

MINAGRI : T.A.

Avantages : Indemnités

Exigences du poste

- Intégrité
- Disponibilité
- Personnalité
- Sociabilité
- Technicité
- Aptitude

Moyens :

Subventions : MINASCOF, BUREAU NATIONAL OFRDPC, MUNICIPALITES, Recettes Maisons de la Femme.

Expérience professionnelle : Au moins 3 années d'ancienneté.

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MODELE DESCRIPTION DE POSTE

Titre : Directrice Maison de la Femme (fonction)

Position : Niveau 1

Relations hiérarchique : Dépo[illegible] MINASCOF
D.P.T.
Supervise 6 Chefs de Section

Attributions

- Planifier les activités du programme ;
- Organiser les structures, procédures de travail ;
- Répartir les différentes ressources ;
- Superviser les activités du programme ;
- Evaluer le programme d'activités ;
- Assurer les relations avec les autres services ;
- Assister aux réunions de service ;
- Préparer les réunions du conseil et du staff ;
- Elaborer les rapports d'activités ;
- Préparer le budget de la Maison de la Femme ;
- Organiser la formation du personnel ;
- etc...

Responsabilités

1 - Gestion de toutes les ressources mises à disposition (matériel, financement, personnel).
2 - Veiller à la bonne marche de la Maison de la Femme.
3 - Animer les activités de promotion de la femme.
4 - Rendre compte du fonctionnement de la Maison de la Femme aux instances supérieures.
5 - Soigner l'image de la Maison de la Femme.

Qualification :

- Niveau de formation : Bac + 2 ans
- Expérience professionnelle : 3 ans.

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Exigences

- Bonne moralité
- etc...

Avantages

- Nature
- Promotion
- Primes
- etc...

5.2. Synthèse du facilitateur

Le facilitateur a insisté sur la nécessité d'avoir une description de poste pour le supervisé car celui-ci doit savoir ce que le superviseur lui demande de faire et ce qu'il attend de lui de même le Chef doit savoir ce qu'il demande de faire à son collaborateur. Sans cela la supervision perd son sens.

La synthèse de travaux des sous groupes a produit le modèle ci-après :

GROUPE I

FICHE DE SUPERVISION

Date :
Lieu et Heure :
Service : Maison de la Femme de....
Nom de la Directrice

A. Tâches déléguées

1 - Planifier les activités du programme
- Est-ce-qu'il existe un plan d'action oui [ ] non [ ]
- Est-il fonctionnel oui [ ] non [ ]
- Le programme est suivi oui [ ] non [ ]

Si non, pourquoi

_____

_____

2 - Organiser les structures

oui non

- Existe-t-il un organigramme [ ] [ ]

Nombre de sections .....

- Les postes et les tâches sont-ils clairement définis [ ] [ ]

- Les agents sont-ils responsabilisés [ ] [ ]

Si non, pourquoi _____

3 - Superviser les activités

- Existe-t-il un programme d'activités (annuel) [ ] [ ]

- Est-il conforme au plan d'action [ ] [ ]

- Les activités décrites permettent-elles d'atteindre les objectifs [ ] [ ]

- Selon vous quelles sont les activités les plus utiles _____

_____

- Quel est le niveau d'exécution du programme (%)

- Existe-il des blocages [ ] [ ]

Lesquels ? _____

Pourquoi ? _____

- La supervision des sections est-elle faite [ ] [ ]

A quel rythme ? _____

Si non, pourquoi ? _____

- Recommandations : _____

_____

4 - Coordination des activités

- Existe-t-il des réunions de service [ ] [ ]

- Avec le staff [ ] [ ] A quel rythme _____

- Avec le personnel [ ] [ ]

5 - La formation du personnel

- Le personnel est-il performant [ ] [ ]

- Le personnel est-il suffisan [ ] [ ]

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BIBLIOTHEQUE

- Existe t-il des besoins en f ation [ ] [ ]
- Y-a-t-il un plan de formatio [ ] [ ]

6 - Collaboration avec les services

- Lesquels ? _____
- Comment ? _____
- Les conseils d'administration se tiennent-ils régulièrement [ ] [ ]
- Y - a-t-il des rapports ? _____

B - GESTION DES RESSOURCES

1 - Ressources matérielles et financières

Y-a-t-il un document de budget [ ] [ ]

- Les ressources sont-elles réparties par sections [ ] [ ]
- Activités [ ] [ ]
- Le budget a-t-il été consommé suivant les prévisions [ ] [ ]
- Y-a-t-il eu des modifications [ ] [ ]
  Pourquoi ? _____
- Existe t-il des documents c nnels [ ] [ ]
- Fiches de dépenses [ ] [ ]
- Cahier de recettes [ ] [ ]
- Carnet de commande [ ] [ ]
- Journal [ ] [ ]
- Bilan [ ] [ ]

Remarques : _____

- Y-a-t-il une comptabilité-matières [ ] [ ]
- Cahier d'enregistrement [ ] [ ]
- Fiche matériel [ ] [ ]
- Cahier de distribution du matériel [ ] [ ]
-

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- Y-a-t-il une bonne collaboration entre les sections [ ] [ ]
- Entre les membres d'une même section
- Entre la Directrice et ses collaborateurs [ ] [ ]
- Sinon pourquoi _____

_____

Suggestions :

- _____

_____

2 - Délégation de pouvoirs

A qui la Directrice délègue t-elle les pouvoirs en cas d'absence [ ] [ ]

Y-a-t-il un plan d'évaluation [ ] [ ]

Visite guidée de l'établissement

Entretien [ ] pas [ ] Bien

Observations à la Directrice

_____

_____

GROUPE II

FICHE DE SUPERVISION

- Dénomination de la Maison de la Femme
- Nom et prénom du superviseur
- Lieu de supervision
- Date de la supervision
- Durée de la Supervision

(Technique de supervision)
- Observation
- Exploitation
- Interview

1) - Structure : Etat général : Vétuste [ ] acceptable [ ] bon [ ]

2) - Personnel

- Statistique [ ] Qualification-Conduite (vérification des fiches et régistres de présence)
- Statut du personnel : Vacataire [ ] Permanents [ ]
  temporaire [ ] Materne [ ]
- Comportement du personnel.

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3 - Organisation

- Nombre de section (voir organigramme)
- Programme d'activités
- Emploi du temps par section.

4 - Organisation du travail

a) - Les documents

- Régistre [ ] procès-verbaux des réunions [ ]
- Rapports d'activités [ ]

5 - Gestion des rosssources

- Finances : régistre d'entrée [ ] Sortie [ ] document comptables [ ]
- Matériel : fiche de stocks [ ] inventaire [ ]
- Personnel : Voir organigramme

6 - Autres situations

Demander si le centre connaît des problèmes

- Problèmes logistique [ ]
- problèmes de relations humaines [ ]
- Problèmes de réticence de la part de la population [ ]
- Concernant la planification familiale
  population intéressée [ ] non intéressée [ ]
  le facteur de désinteressement [ ]

voir la solution proposée par les supervisés

7 - Evaluation

- Les indicateurs d'évaluation
- Nombres de nouvelles acceptrices/mois [ ]
- Nombre de consultations prénatales/mois [ ]
- Nombre de consultations infantiles/mois [ ]
- Nombre de séances de démonstration diététiques/mois [ ]
- Nombre d'attestation de fin de formation délivrée par rapport au nombre d'élèves inscrite (section courante) [ ]

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GROUPE III

SUPERVISION DE LA MAISON DE LA FEMME

Le Supervisseur : Chef Service de l'Education Féminine au MINASCOF

Fréquence : Deux fois par an

Objectifs de la supervision

- Examiner avec la Directrice l'état d'avancement du programme, et la manière dont ce programme est en train d'être réalisé :
  - * Comparaison prévision/réalisation
    - Temps
    - Matériel
    - Personnel
    - Finances
- Vérifier le respect des décisions et des instructions de la hiérarchie (discipline).

  Tout ceci pour d'éventuelles propositions d'amélioration.

Etape préparatoire

- Exploitation des documents essentiels (rapports ≠, autres...) planning des activités et des ressources.

Entretien avec le Directeur

- Elaboration du programme du vol
- Etat d'avancement des activités
- Situation matérielle
- Situation financière
- Situation du personnel.

Observation

- Visite de sections
- Vérification du matériel
- Visites individuelles des personnels
- Visite des réalisations sur le terrain.

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Autres entretiens

- Avec les autorités administratives et politiques ;
- Avec les autorités traditionnelles et religieuses ;
- Avec les membres de la communauté villageoise ;
- Entretiens individuels avec les personnels

Exploitation et analyse des documents de Vol en place

- Financiers
- Réglement intérieur
- Répartition des tâches etc...

Restitution des résultats de la supervision, et proposition des mesures correctives

- Avec la Directrice.

Réunion avec tout le staff

- Felicitations
- Encouragement
- Observation.

Réunion de la visite de supervision

Quant à l'instrument, il se base sur la description de poste tout en précisant les indicateurs et les normes d'appréciation ainsi que sur les techniques de supervision dont l'observation, l'interview, le questionnaire, l'entretien et l'analyse documentaire.

Le facilitateur a mis l'accent sur les techniques les plus courantes. Il s'agit de l'observation car il faut établir les contacts directs entre le superviseur et le supervisé, le questionnaire et l'analyse documentaire.

Ainsi il a proposé le schéma ci-après :

1 - Identification
- Nom du supervisé
- Lieu
- Date

2 - Tâches déléguées

6 - Techniques de supervision

7 - Normes et critères

8 - Résultat global.

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3 - Gestion des ressources	R.M
4 - Instructions et décisions	R.M
5 - Comportement vis-à-vis des collègues/Chef	R.F
	R.T

Par ailleurs, il a attiré l'attention des participants sur le fait que le superviseur doit en identifier les rubriques à superviser. A l'intérieur de chaque rubrique doivent être sélectionnés les indicateurs pour lequels les critères et les normes. Tous ces éléments doivent porter sur les trois volets suivants : performance, motivation et conditions de travail.

Enfin le facilitateur a proposé le modèle ci-après :

VOIR FICHE DE SUPERVISION :

T279
BIBLIAVA

FICHE DE SUPERVISION

Titre du poste : Lieu :
Nom du Supervisé :
Nom du Supervisour :
Date :

ELEMENTS	TECHNIQUES			CRITERES		
	OBSERV.	QUEST	DOCUMT.	TB	B	M
1 - TACHES - - - -						
2 - GESTION DES RESSOURCES - Matériel - - - Fourniture - - - - Médicaments - - - - Temps - - - - Personnel - - -						
3 - RESULTAT GLOBAL						

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4 - INSTRUCTIONS ET DECISIONS						
5 - COMPORTEMENT - Vis-à-vis du Chef - Vis-à-vis des collaborateurs - Vis-à-vis des clients						
6 - REMARQUES GENERALES						

Il y a lieu de noter que la fiche de supervision doit s'accompagner d'une fiche de critères et normes comme les deux fiches peuvent être regroupées en un seul document.

JOURS 5 : VENDREDI 1er JUIN 1990 6 : LUNDI 04 JUIN 1990

1. THEME : CONFECTION DE L'INSTRUMENT DE SUPERVISION

2. OBJECTIFS : A la fin de la séance le participant doit être capable de :

   1 - Décrire un poste de travail de l'animatrice de la Maison de la femme.

   2 - Confectionner une fiche de supervision à partir de la description de poste élaborée.

3. METHODE : Découverte

4. TECHNIQUE : Exercices

5. DEROULEMENT

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TAB SUBAITAVA

5.1. Activités d'apprentissage

a) - Les participants ont réalisé individuellement la description de poste de l'Animatrice de la Maison de la Femme.
Les résultats de la réflexion individuelle ont été discutés en sous-groupe pour enfin être présentés en séance plénière.

b) - Ensuite, à titre individuel les participants ont confectionné l'instrument de supervision à partir de la description de poste élaborée. Les résultats discutés en sous-groupe ont été présentés à la séance plénière.

5.2. Résultats

Les sous-groupes ont produit les résultats ci-après :

GROUPE I

TITRE : Animatrice en planification familiale

POSITION : Niveau 2

NIVEAU HIERARCHIQUE : Dépend de la Directrice de la Maison de la Femme.

ATTRIBUTIONS :

- Faire l'étude du milieu ;
- Organiser l'I.E.C.
- Assurer la liaison entre les clients et les services compétents en planning familial ;
- Servir de relais pour la distribution de contraceptifs oraux et de méthodes barrières.
- Evaluer ;
- Elaborer les rapports d'activités
- Gérer les ressources matérielles : fournitures, contraceptifs.

RESPONSABILITES

- Animer les activités d'IEC ;
- Amener les populations en âge de procréer à connaître et à pratiquer une méthode de planification familiale ;
- Rendre compte de ses activités à la hiérarchie.

BEST AVAILABLE

QUALIFICATION :

FORMATION : DEPC ou équivalent + 1 an de formation

EXPERIENCE PROFESSIONNELLE : 6 mois d'animation

EXIGENCES DU POSTE :

- Disponibilité
- Endurance
- Bonne moralité
- Etre motivée et engagé
- Bon parleur (finesse de langage)
- Intelligente.

MOYENS : - Salaire mensuel
- Moyen de locomotion
- Carburant
- Indemnité de déplacement et de risque.

GROUPE II

DESCRIPTION DE POSTE

TITRE : Animatrice en Planification Familiale

POSITION : Niveau 3

RELATIONS HIERARCHIQUES :

- Dépend de la Maison de la Femme (Chef de Section PMI)

ATTRIBUTIONS :

- Planification des activités du programme ;
- Organisation des réunions avec la population ;
- Faire des visites à domicile ;
- Participer aux reunions de service ;
- Programmer les séances de causeries éducatives ;
- Rendre compte de ses activités et de la gestion des stocks à la hiérarchie ;
- Orienter les clientes sensibilisées vers les centres de P.F.
- Distribution communautaire des contraceptifs non hormonaux
- Gestion du stock des contraceptifs non hormonaux ;

- Suivi-evaluation des patients ;
- Elaborer les rapports d'activités ;
- Elaboration des sujets de causeries éducatives.

RESPONSABILITES

- Mettre tout en oeuvre pour que la population soit informée, sensibilisée et éduquée en matière de Planning familial, et vérifier que la pratique soit effective.

QUALIFICATION :

- Niveau de formation : BEPC + 3 années d'expérience professionnelle en Planning familial.

EXIGENCES

- Bonne moralité ;
- Disponibilité ;
- Eloquence ;
- Bonne communicatrice ;
- Discrètion ;
- Personnalité (savoir utiliser le mot devant un fait) ;
- Subtilité (finesse dans le langage, ne pas froisser le patient) ;
- Etre posée ;
- Etre bon metteur en scène.

AVANTAGES

- Nature (moto + entretien) ;
- Primes (frais de déplacement) ;
- Stages de formation ;
- Lettres de félicitation.

GROUPE III

DESCRIPTION DE POSTE

TITRE : Animatrice de Planification Familiale

POSITION : Niveau 2

RELATION HIERARCHIQUE :

- Rend compte à la Directrice de la Maison de la Femme.

ATTRIBUTION :

- Etude du milieu
- Programmation des activités dans le temps et dans l'espace
- Sélection du matériel educatif (préparation)
- Exécution des séances éducatives d'information et de sensibilisation
- Orientation de la population vers les centres de planning familial
- Suivi des bénéficiaires du service de planning familial
- Elaboration des rapports de ses activités
- Gérer les ressources matériels : Fournitures et les contraceptifs
- Participation aux séminaires et aux réunions se rapportant au planning familial

RESPONSABILITES :

- Sensibiliser, motiver, éduquer, informer les populations en matière de planning familial
- Rend compte de la marche de ses activités

QUALIFICATIONS : - B.E.P.C. + 3 années d'expérience en plannig familial ou + un stage d'un an en planning familial

EXIGENCES : Etre disponible, parlant (e) s'exprimer correctement en langue locale.
Etre discret (e)

AVANTAGES : - Salaire mensuel
- Moyen de déplacement.

Synthèse du facilitateur

Le facilitateur a insisté sur la nécessité d'avoir une bonne description de poste pour élaborer l'instrument de supervision. Le schéma retenu est le suivant :

Description du poste

1 - Titre du poste
2 - Position du poste
3 - Niveau organique
4 - Attributions
5 - Responsabilités principales
6 - Exigences particulières du poste
7 - Qualification
8 - Expérience professionnelle
9 - Avantages
10 - Date et lieu.

GROUPE I

TITRE DU POSTE :
NOM DU SUPERVISEUR :
NOM DU SUPERVISE :
DATE :
LIEU :

BEST AVAILABLE

ELEMENTS	TECHNIQUES			CRITERES								NORME
	DES	QUESTIONS	DOC	TOUJ.	SOUV.	JAM.	TRES	P.AZ	P.D.T	OUI	NON	
1 -Etude du milieu		- Est-ce que l'étude du milieu a été faite ?	*							☐	☐	Oui (Doc)
2 -Planification Activités d'IEC		- Existe-t-il un plan d'activité	*							☐	☐	Oui (Doc) P.A.
3 -Conduite séance IEC		- Tenez-vous des séances d'IEC ?		☐	☐	☐						Toujours (5fs/sc
		- Y-a-t-il une participation suffisante aux séances ?								☐	☐	Oui (au-20/par /séance
4 -Suivi des activités		- Gardez-vous le contact avec les usagers ?								☐	☐	Oui
		- Existe-t-il des documents de suivi des usagers ?	*							☐	☐	Oui (Doc)
5 -Rapport d'activités		- Faites vous parvenir régulièrement des rapports d'activite au Chef de Section. ?		☐	☐	☐						Toujours (chaque mois) Doc
6 -Gestion de Stocks		- Avez-vous un stock de contraceptifs à gérer ?								☐	☐	Oui
		- Avez-vous des fiches de mouvement de stocks ?	*							☐	☐	Oui (Doc)
		- Avez-vous des problèmes dans ce domaine ?								☐	☐	Non (Lesquels) si oui
7 -Evaluation act. d'IEC		- Trouvez-vous vos résultats en IEC satisfaisants ?					☐	☐	☐			Tres
		- Avez-vous des suggestions visant a améliorer vos prestations ?								☐	☐	Oui (lesquels)

.../

8 - Avantages	*	- Avez-vous des avantages particuliers - Transport								☐	☐		Oui
		- Logement								☐	☐		Oui
		- Primes et indemnités de suggestion								☐	☐		Oui
										☐	☐		Oui
		- Avez-vous suivi des stages de formation ou perfectionnement en IEC ?								☐	☐		Oui
		- Eprouvez-vous un besoin en formation en IEC ?								☐	☐		Oui
9 - Comportement	*	- L'animatrice a-t-elle un contact agréable et facile ?								☐	☐		Très
	*	- Est-elle serviable ?								☐	☐		Très

GROUPE II

FICHE DE SUPERVISION

IDENTIFICATION

- Titre du Poste : Animatrice du Planning Familial
- Nom du Supervisé :
- Nom du Superviseur : Groupe II
- Date de Supervision :
- Lieu de de Supervision : PMI de Tsinga
- Quoi superviser ? : - Conduite d'une séance de causerie éducative
  - Gestion de stock.
- Durée : Un jour.

ELEMENTS	TECHNIQUES				CRITERES	NORMES
	Observat.	Quest.	Documents			
1- Conduite d'une séance de causerie éducative.						
1- Salut	+			oui ☐	salut non fait	Oui
				Non ☐		
2- Tenue	+			Correcte ☐	bien habillée, modeste	Correcte
				incorrecte ☐	mal habillée, hautaine	
3- Contenu	+			Adapté ☐	niveau de l'auditoire pris en compte	Adapté
				Inadapté ☐	Niveau de l'aud. non pris en cpte.	

DE ETT.	TEC INES				CRITERES	NORMES
	Observat.	Quest.	Documents			
4- Methode de Communication	+			adaptée	Niveau de l'auditoire pris en compte.	adapté
				inadaptée	Niveau de l'auditoire non pris en compte	
5- Utilisation matériel audio-visuel.	+			bonne	Explication claire	bonne
				Moyenne	Difficultés d'explicat.	
				Mauvaise	N'arrive pas à expliquer	
6- Deux questions réponses.	+			Oui	Beaucoup de questions suivies des réponses.	
				Non	Cours magistral	
7- Résultats	+			Bons	Satisfaction de l'aud.	bons
				Moyens	Participation limitée	
				Mauvais	Indifférence de l'auditoire.	
II- Gestion de Stock.						
1- Fiche de stock		+	+	Oui	Existence des fiches	Oui
				Non	Non existence -"-	

BEST AVAILABLE

BEST AVAILABLE

	Observat.	Quest.	Documents			
2- Tenue de fiche de stocks		+	+	Bonne	Clarté de la présentation	Bonne
				Moyenne	EXISTENCE DE LACUNES	
				Mauv.	Flou	
3- Rangement du matériel	+	+		Bon	Rangement en formation Salle de perception Bo. et système FIFA.	
				Mauv.	DES	
4-Rythme de commande		+	+	Régul.	Approvionnement systématique.	
				Variab.	Commande en tenant compte des besoins	Variable

FICHE DE SUPERVISION ET DE COLLECTE DES DONNEES

Titre du poste : Animatrice en planning familial
Nom de la supervisée :
Nom du superviseur : Groupe 3
Date : Du 04/06/1990 au 0[illegible]/06/1990
Lieu : Akonolinga Départ. : Nyong et Mfoumou (centre).

PERFORMANCE

Tâches	Observ.	Question	Document	Critère/norme
-E. Milieu			- Rapport	TB | B | I | N
-Planificat. Achv		Avez-vous le programme d'act. ? oui [ ] non [ ]	Prog. Activ.	oui | non
-Exécut. des séances éducatives		combien de séances [ ]	Rapport d'act.	TB | B | I | N
-Suivi des bénéf.		Avez-vous fait le suivi? oui [ ] non [ ]	Cahier de suivi	oui | non
- Rap. d'act.			Rapport d'act.	TB | B | I | N
-Gestion de stock	Stock		Cahier stock	TB | B | I | N
-Evaluat. Activ.			Rap. Activités	TB | B | I | N

FICHE D'INTERPRETATION

1 - ETUDE DU MILIEU :

TB = Population globale, taux de natalité, taux d'accroissement de la population, taux de mortalité maternelle et infantile, situation économique, existence ou non d'un centre de planning familial dans la localité.

B = 4/6 des éléments ci-dessus
I = 3/6
M = au-dessous de 3

BEST AVAILABLE

2 - EXECUTION DES SEANCES EDUCATIVES :

TB = exécution des 3/4 du programme
B = -"- de la moitié du programme
I = -"- de moins de la moitié
NUL = n'a rien fait

3 - ELABORATION DES RAPPORTS D'ACTIVITES :

TB = elle a présenté tous les rapports d'activités de la période écoulée
B = elle a présenté la moitié
I = elle a présenté moins de la moitié
M = elle n'a rien présenté.

4 - STOCKS :

TB = concordance du stock observé à la situation du régistre
B = discordance entre le cahier et le stock.
I = pas de cahier de stock
ignorance du stock

5 - EVALUATION :

TB = apparition des statistiques dans les rapports
- apparition des effectifs, âges et sexes des bénéficiaires ayant sollicité les services
- nombre de services dispensés
- qualité des services

B = apparition de 3 de ces éléments
I = -"- de 2 -"- -"-
M = -"- de 1 -"- -"-

6- MOTIVATION :

- Moyens de locomotion : B = BON ETAT
M = MAUVAIS ETAT

../...

BEST AVAILABLE

- CONDITION DE TRAVAIL :

TB = matériel didactiq. fournitures de bureau service de planning familial

B = fournitures de bureau et services de planning familial

I = fournitures de bureau

- EQUIPEMENT : chaise, local, bureau classeur ou armoire ou table.

TB = présence de tout cet équipement

B = table - chaise - local

I = local

MOTIVATION

Eléments	Observat.	Questions	Documents	Critère/norme
- Salaire		Salaire mensuel oui [ ] non [ ]		oui / non
- Locomotion	Moyen de locomotion	Avez-vous un P de locomotion oui [ ] non [ ]		TB / B / I
- Formation		Avez-vous suivi des séminaires ou des stages ? oui [ ] non [ ]	Rapports de stages ou de séminaires	oui / non
		CONDITIONS DE TRAVAIL		
Ressources - Matériel didactiq. .Fournit.bur. . services	Moyen didactique . bureau services			TB / B / I

...f...

BEST AVAILABLE

-Equipement . Local . Table . chaises . classeur ou armoire	local, table chaises, classeur ou armoire			

Le facilitateur a présenté les différents types d'échelles ; leurs avantages et inconvénients.

1. ELEMENT X

Fait	Non fait	Commentaires

Avantage : Le jugement est absolu et vite fait

Inconvénient : Cette échelle ne fait pas ressortir la notion de la qualité de l'indicateur.

2. ELEMENT X

Très bon,	Bon	Mauvais
Descriptions	Description	Description

Avantage : L'échelle présente une graduation pouvant permettre un certain degré d'objectivité dans l'appréciation.

Inconvénient : Elle demande un effort de précision quant à la description de chacun de trois niveaux d'appréciation. Il faut donc des critères bien définis et bien discrimés.

3. ELEMENT X

0	1	2	3	4	5
critères	critères	critères	critères	critères	critères

Avantage : l'appréciation parait plus élaborée et l'étendue de l'echelle d'appréciation du reste offre une grande objectivité.

Inconvénient : Comme l'échelle précédente, celle-ci exige un effort de description énorme et une rigueur dans la discrimination de degré d'appréciation.

Ainsi pour plus de rapidité dans la confection des instruments, le facilitateur a proposé d'utiliser l'échelle à deux et trois degrés.

1 - Echelle à deux degrés ☐ oui ☐ non

2 - Echelle à trois degrés

TB	B	I

Ensuite, partant des productions de sous-groupes un instrument de supervision a été dressé dont voici le modèle.

FICHE DE SUPERVISION

BEST AVAILABLE

IDENTIFICATION

- Titre du poste
- Nom du supervisé
- Nom du superviseur

Date :
Lieu :

ELEMENTS	OBSER.	QUESTIONS	DOCUMENT	ECH. D'APPRECIAT.	CRITERES NORMES
PERFORMANCE					
. Etude du milieu		L'étude du milieu a-t-elle été faite ? ☐ oui ☐ non		Oui/Non	Oui
. Planification		Existe-t-il un planning d'activités ? ☐ Oui ☐ Non	Planning d'activités	Oui/Non	Oui
. Conduite de séances d'IEC.		Tenez-vous des séances d'IEC ☐ Oui ☐ Non		tou | sou | jam 1/mois 1/3m	T: 1séance par mois
. Contenu		Le contenu est-il adapté ? ☐ Oui ☐ Non	Oui/Non	Oui/Non	Oui
. Méthodes de communication.		Les méthodes de communication sont-elles utilisées ? ☐ Oui ☐ Non		Oui/Non	Oui
		Sont-elles adaptées ? ☐ Oui ☐ Non		Oui/Non	Oui
. Suivi des activités		Gardez-vous des contacts avec vos publics ? ☐ Oui ☐ Non	Rapport de suivi	Oui/Non	Oui rap. de suivi
. Rapport d'activités.		Elaborez-vous des rapports d'activités ? ☐ Oui ☐ Non	Rapport d'activités	Oui/Non	Oui rap. d'activit.
. Gestion de stock	+	Existe-t-il de stock de contraceptifs ? ☐ Oui ☐ Non	Fiche	Oui/Non	Oui fiche de stock
		Avez-vous des produits périmés ? ☐ Oui ☐ Non		Oui/Non	Oui
MOTIVATION					
. Avantages		Avez-vous des avantages particuliers ? ☐ Oui ☐ Non		Oui/Non	Oui

.../

ISSP ZIBAJAVA

. Comportements					
Contact	x			TB: Dit bonjour avec sourire B: Dit bonjour sans sourire M: Ne dit pas bonjour	
Serviabilité	x			TB: Assiste la population sans autoritarisme. B: Assiste la population avec autoritarisme. M: N'assiste pas la population	
Sociabilité	x			TB: N'est pas en conflit avec la population par son comportement. B: N'est pas en conflit avec la population du fait de comportement de la population. M: Est en conflit avec la population par son comportement.	
CONDITIONS DE TRAVAIL					
. Moyen de locomotion.	x	Avez-vous un moyen de locomotion, ? ☐ Oui ☐ Non		Oui/Non	Oui
. Matériel audio-visuel.	x	Avez-vous le matériel audio-visuel ? ☐ Oui ☐ Non		Oui/Non	Oui
. Acceptabilité de la population.		La population vous accepte-t-elle ? ☐ Oui ☐ Non		Oui/non	TB

1. THEME : ELABORATION DU BUDGET ET CALENDRIER DE SUPERVISION

2. OBJECTIFS D'APPRENTISSAGE

A la fin de la séance le participant qui traite de la supervision doit être capable de :

1 - Enumérer les activités à mener avant, pendant et après la supervision.

2 - Elaborer un budget de supervision à partir des activités identifiées.

3 - Etablir le calendrier pour mener les activités de supervision retenues.

3. METHODES : Découverte et intérrogative.

4. TECHNIQUES : Exercice et jeu de questions/réponses.

5. DEROULEMENT

5.1. Activités d'apprentissage

Par jeu de questions/réponses, le facilitateur a amené les participants à énumérer les activités à mener tout au long du processus de supervision.

BEST AVAILABLE

Ensuite, un participant a été désigné pour élaborer le budget sommaire et le calendrier de supervision. Ceci à titre de simple illustration.

5.2. Résultats

PLANIFICATION

ACTIVITES

Avant :
- Exploiter les documents de service
- Elaborer les instruments
- Etudier les conditions du milieu
- Prévoir les ressources
- Etablir un calendrier
- Informer les supervisés
- Préparer les documents.

Pendant
- Aller sur le terrain
- Contacter les autorités et le supervisé
- Réaliser la pratique de la supervision

Après :
- Analyser les données
- Faire le rapport (retro-information)
- Prendre des mesures correctives
- Replanifier la supervision.

5.3. Synthèse du facilitateur

De cette énumération d'activités, le facilitateur a porté l'accent sur la nécessité de mieux connaître les conditions du terrain car tout le système de supervision en dépend.

JOUR 7 : MARDI 5 JUIN 1990

1. THEME : CONDUITE DE LA SUPERVISION

2. OBJECTIFS D'APPRENTISSAGE

A la fin de la séance le participant qui traite de la supervision doit être capable de :

1 - Mener les activités effectives d'une supervision sur le terrain.

2 - Identifier une déficience professionnelle chez le (s) supervisé (s).

3. METHODE : Méthode active, méthode intérrogative.

4. TECHNIQUES : Observations - jeu de question/réponse
Visite sur le terrain.

5. DEROULEMENT

5.1. Activités d'apprentissage

Par jeu de questions/réponses le facilitateur et les participants ont adopté une démarche permettant d'analyser une déficience professionnelle constatée lors d'une supervision.

Ensuite ils se sont rendus sur le terrain pour effectuer la supervision des activités des animatrices affectées dans les Maisons de la Femme.

Les structures retenues pour cette activités sont les suivantes :

1 - Yaoundé 1
2 - Yaoundé 2
3 - Yaoundé 3
4 - Mbalmayo

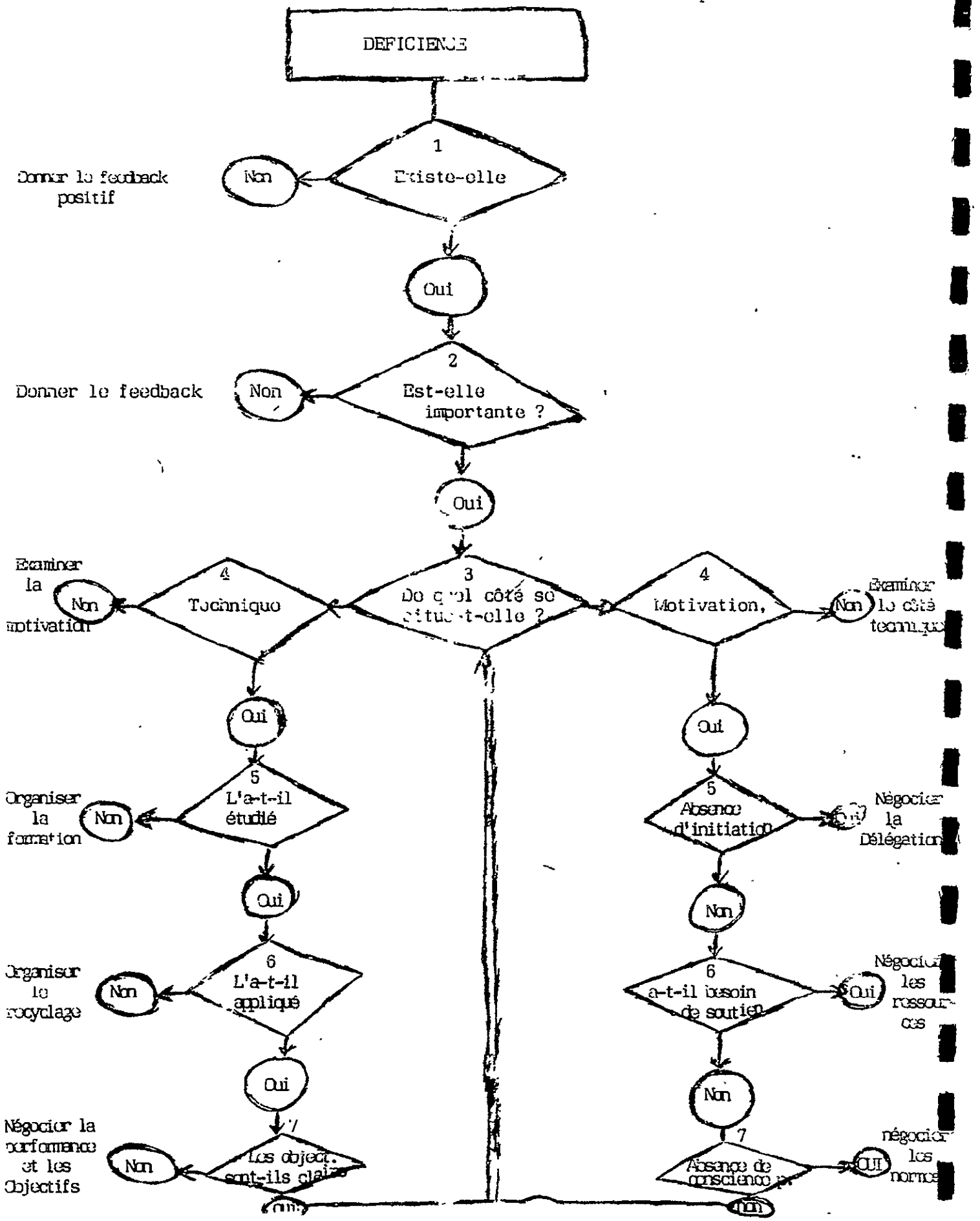
Cette activité a durée toute la journée.

5.2. Résultats

La démarche adoptée pour l'analyse de la performance a été adoptée du diagramme de MAGER.

SCHEMA D'ANALYSE DE LA PERFORMANCE DE L'AGENT

Adapté de MAGER



L'exploitation de données de supervision a été remise à mercredi 6 Juin 1990.

JOUR 8 : MERCREDI 6 JUIN 1990

1. THEME : EXPLOITATION DES DONNEES

2. OBJECTIFS D'APPRENTISSAGE

A la fin de la séance, le participant qui traite de la supervision doit être capable de suivre une démarche systématique pour l'exploitation de données de supervision.

3. METHODE : Découverte

4. TECHNIQUES : Clarification et exercices.

5. DEROULEMENT

5.1. Activités d'apprentissage

Les participants ont été invités à énumérer les différents problèmes administratifs rencontrés sur le terrain lors de la supervision effectuée.

Ensuite ils ont lu le document intitulé : l'Analyse et le feed-back sur la base de résultats de collecte des données de supervision.

Enfin, ils ont procédé au dépouillement des données, à leur analyse et interprétation.

5.2. Résultats

Quelques problèmes ont été relevés. En voici la liste :

PROBLEMES RENCONTRES

GROUPE YAOUNDE 1er

- Les Animatrices n'ont pas été bien informés ;
- Retard ;
- Le Chef Sous/Secteur a influencé notre entretien avec l'animatrice par sa présence ;

- Difficulté pour obtenir une place pour notre entretien.

GROUPE YAOUNDE 4e

- Les animatrices n'étaient pas en place à notre arrivée ;
- Les activités de ces animatrices ne portent pas sur le planning familial. Le Chef Sous/Secteur n'était pas informé.

GROUPE MBALMAYO

- Les animatrices ne se trouvaient pas à leur lieu de travail ;
- Le planning familial n'est pas pratiqué par les animatrices, par ailleurs certaines animatrices ne sont pas formés en planning familial.

A l'issue de la lecture du document cité plus haut et placé ci-dessous, le facilitateur a clarifié le système de dépouillement "groupe".

L'ANALYSE ET LE FEEDBACK SUR LA BASE
DE RESULTATS DE COLLECTE DES DONNEES DE SUPERVISION

INDIVIDU	GROUPE
I. DEPOUILLEMENT - S'assurer qu'il y a des réponses à toutes les questions. - S'assurer que le supervisé a compris toutes les questions. - Vérifier qu'il y a des informations pour arriver au jugement. II. ANALYSE - Totaliser les résultats par colonne - Selon l'échelle prendre la moyenne - Discriminer les éléments qui sont en dessous des normes et ceux qui sont à la norme ou au-dessus	I. DEPOUILLEMENT - Préparer une fiche de dépouillement afin de tabuler les résultats.

R/I	1	2	3	4	5	6	7
1							
2							
3							
4							
5							
6							

III. INTERPRETATION

- Déterminer les raisons des déficiences (résultats dessous des normes).
- Déterminer les conséquences des déficiences.

IV. REMEDES

- Déterminer les actions pour remédier aux déficiences.
- Développer un plan d'action pour améliorer les déficiences.

V. FEEDBACK (rétro-information

- Personnel : face à face
- Révision de points forts et points faibles.
- Conseils : plan d'action pour remédier aux déficiences.
- Rapport sur les résultats signé par le superviseur et la supervisée

II. ANALYSE

- Totaliser les résultats par colonne
- Selon l'échelle, trouver la moyenne par colonne.
- Discriminer les éléments qui sont en dessous/au dessus des normes, et discriminer les individus qui sont en dessous/ou dessus des normes.
- Représenter les résultats sous forme de graphique.

III. INTERPRETATION

- Expliquer les déficiences
- Identifier les conséquences de chacune des déficiences.

IV. REMEDES

- Déterminer les actions pour rémedier aux déficiences.
- Développer un plan d'action pour améliorer les déficiences.

V. FEEDBACK (rétro-information)

- Tenir une réunion de personnel/compte rendu sur les résultats de la supervision.
- Elaborer le plan d'action global pour améliorer les déficiences. Le discuter avec les agents.
- Elaborer le rapport sur les résultats et plan d'action.

Le dépouillement de fiches de supervision a donné les résultats ci-après :

Animatrice Rurale
ENOAH Clémentine

Groupe - Yaoundé Ier

le 5 juin 1990

1 - Dépouillement

- 10 questions, 10 réponses
- Les questions ont été bien comprises
- Les informations attendues existent.

2 - Analyse

Positif	Négatif
Performance :	- Etude du milieu
1 - Contenu	- Planification
2 - Rapport d'activités ?	- Conduite de séances d'I.E.C.
	- Suivi des activités
Motivation :	
3 - Avantages particuliers	
4 - Comportement	
Conditions de travail :	
5 - Moyen de locomotion	
6 - Matériel audio-visuel	

En somme, il y a six points positifs et quatre points négatifs.

.../...

Les Raisons des Déficiences

Points des déficiences	Les raisons
1 - Etude du milieu	- manque d'application - Attributions et responsabilités non claires
2 Programmes d'activités	- manque d'application - manque de conscience professionnelle
3 - Conduite des séances éducatives	- manque de matériel
4 - Suivi	- manque de conscience professionnelle

* Ces quatre points de déficience constituent un grand blocage pour la mise en oeuvre du programme.

PLAN d'AMELIORATION DES PERFORMANCES

Déficiences	Mesures correctives	Lieu	Echéance
Etude du milieu	- Recyclage - Rappeler les attributions et les responsabilités	- IPD/AC -MINASCOF	Fin juin
Programme d'activités	- Recyclage - Rappel des tâches au besoin, sanction	- IPD/AC - S/secteur	15 juin
Conduite des séances I. E. C.	Négociation normes	S/secteur	15 juin
Suivi	Rappel des tâches au besoin, sanction	S/secteur	15 juin

RESULTATS DE COLLECTE DES DONNEES DE SUPERVISION

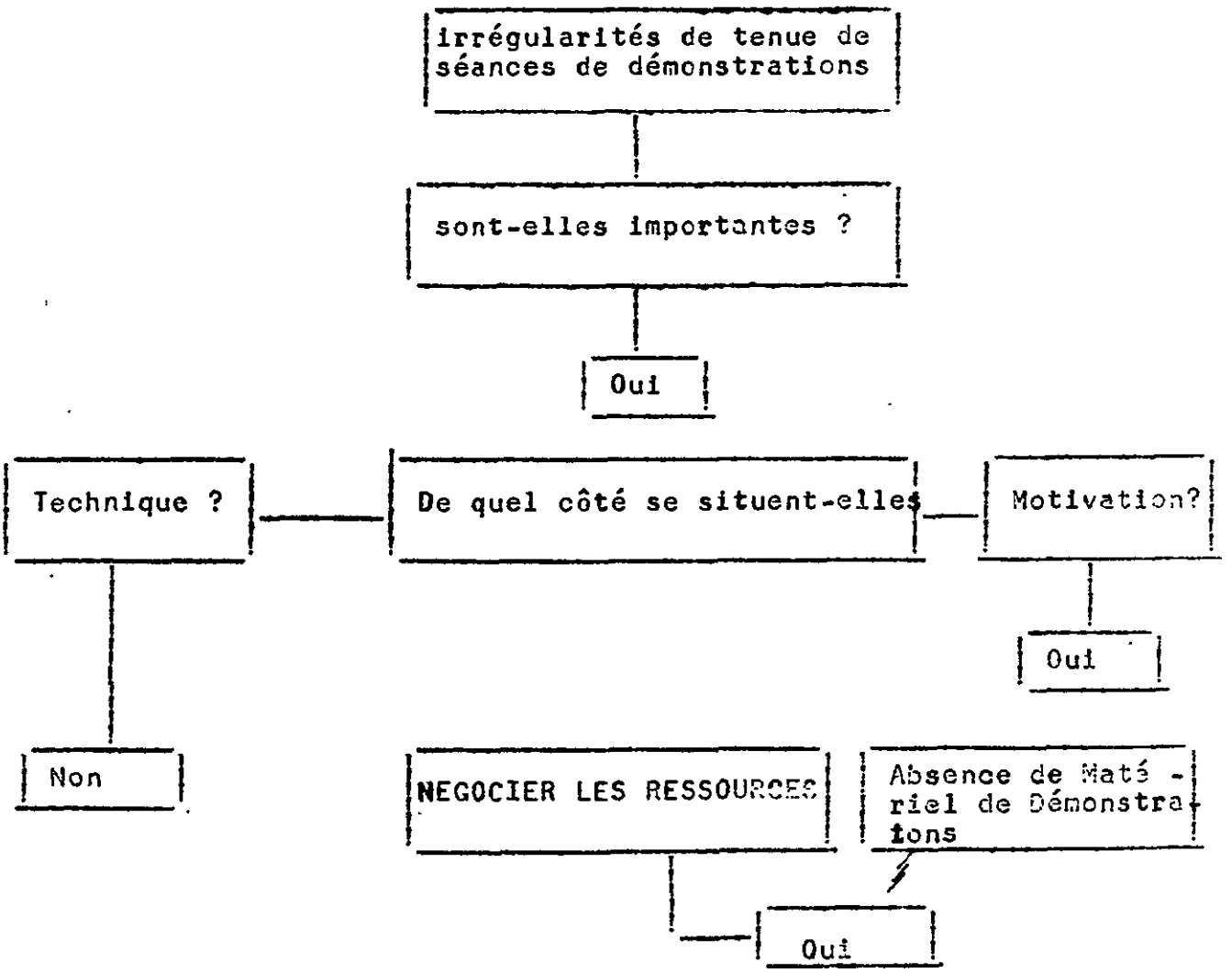
I - DEPOUILLEMENT

- Résultats positifs = 11
  négatifs = 1

II - ANALYSE

Irrégularité de tenue des séances de démonstrations.

III - INTERPRETATION



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IV - REMEDES

Contact avec le Chef Secteur

- Budget du matériel disponible ?

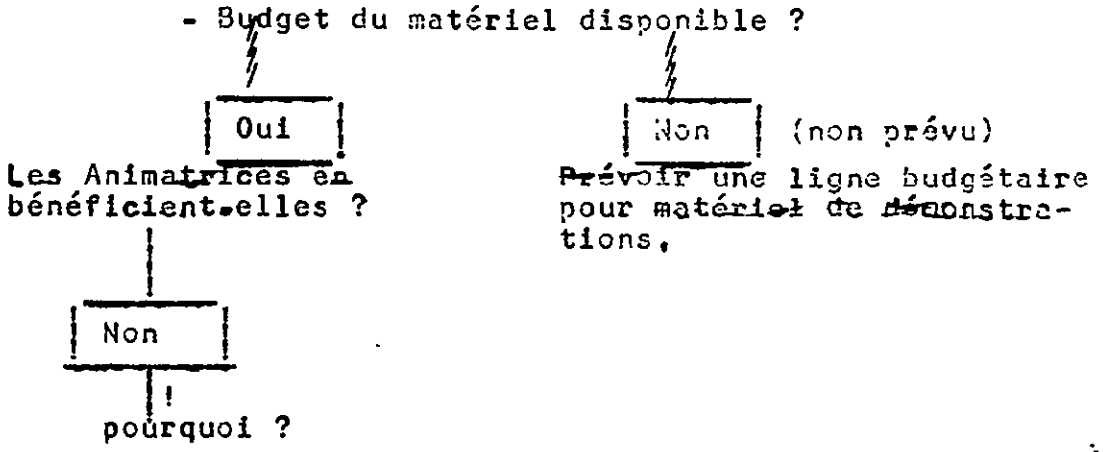


TABLEAU DE PLAN D'AMELIORATION DES PERFORMANCES

Elément de Déficience	Ressources	Lieu	Echéances
Irrégularité des tenues de séances de Démonstrations.	- Chef secteur Doter l'Animatrice du matériel de démonstration et du carburant.	Magasin des Animatrices	Avant fin Juillet 1990

- Rapport de Supervision.

GROUPE MBALMAYO

1. DEPOUILLEMENT FICHE DE SUPERVISION

QUESTIONS	REPONSES	A	B	C	D	E	F	G	
1	Oui				x	x	x	x	
	Non	x	x	x					
2	Oui			x			x	x	
	Non	x	x		x	x			
3	T				x	x			
	S	x	x	x			x	x	
	J								
4	Oui			x	x	x	x	x	
	Non	x	x						
5	Oui	x		x	x		x	x	
	Non		x			x			
6	Oui	x		x	x		x	x	
	Non		x			x			
7	Oui	x		x	x	x	x	x	
	Non.		x						
8	Oui			x	x	x	x	x	
	Non	x	x						
9	Oui								
	Non	x	x	x	x	x	x	x	
10	Oui								
	Non	x	x	x	x	x	x	x	
11	Oui					x	x		
	Non	x	x	x	x			x	
12	TB		x			x	x	x	
	B	x		x	x				
	M								
13	TB		x				x	x	
	B	x		x	x	x			
	M								

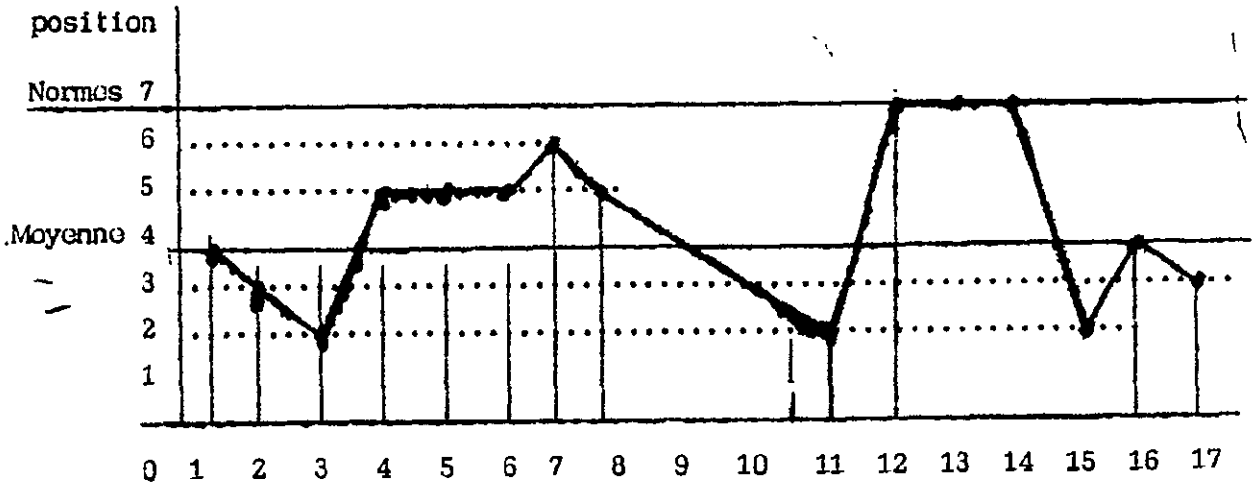
14	TB		x				x	x	
	B	x		x	x	x			
	M								
15	Oui					x	x	x	
	Non	x	x	x	x				2/5
16	Oui					x	x	x	
	Non	x			x			x	4/3
17	TB	x		x			x	x	
	B		x		x				3/4
	I					x			

2. ANALYSE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
P	4	3	2	5	5	5	6	5	0	0	2	7	7	7	2	4	3	
N	3	4	5	2	2	2	1	2	7	7	5	0	0	0	5	3	4	

NORME : 7 réponses positives par question

- Eléments au dessous de la norme : tous sauf 12 - 13 - 14
- Moyenne = 4 réponses positives sur 7 ou 67 : 17 = 3,9 $\underline{2}$ 4
- Elements au dessous de la moyenne : 2 - 3 - 3 - 10 - 11 - 15 - 17
- Graphique



2 - Il n'y a pas de plan d'activité

3 - Il n'y a pas de séances d'IEC

9 - Inexistence de stocks de contraceptifs

11 - Absence d'avantages

15 - Absence de moyen de locomotion

17 - Rejet par la population de l'animatrice

CONSEQUENCES

- Pas d'activité de planning familial parce que manque de formation et à long terme, de moyens et de motivation.

REMEDES

- Former les animatrices/recycler celles qui avaient été formées ;
- Leur donner des moyens pour bien travailler ;
- Les motiver.

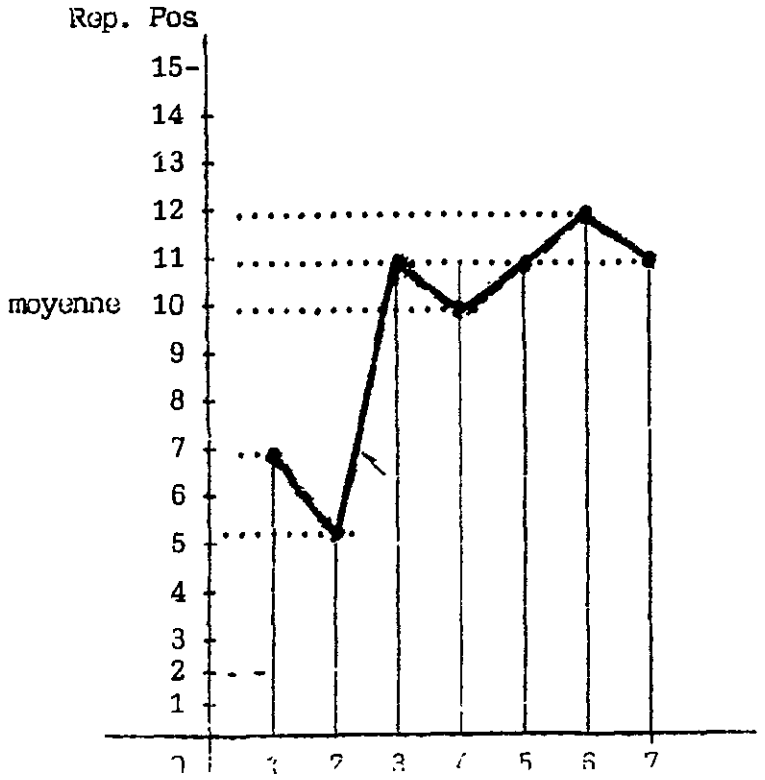
INDIVIDUS

	1	2	3	4	5	6	7
Posit	7	5	11	10	11	12	11
Négat	10	12	6	7	6	2	6

Norme : 17 réponses positives

Moyenne : 67 : 7 = 9,5

Individus au dessous de la moyenne : 7 - 5



IDENTIFICATION

PLAN D'AMELIORATION DE PERFORMANCE (P.A.P.)

- Titre de poste_____
- Nom du collaborateur_____
- Grade_____

Date

DEFICIENCES CONSTATEES	ACTIONS A ENTREPRENDRE	RESPONSABLE QUI ASSISTE LE COLLABORATEUR	LIEU DE REALISATION	ECHEANCE Date au plus tard
1				
2				
3				
4				
5				
.				
.				
.				

Signature du Superviseur	Signature du Superviseur
Nom :_____	Nom :_____
Signature :_____	Signature :_____

Le Plan d'Amélioration de Performance signé par les deux concernés constitue ainsi un engagement.

Enfin il a rappelé les questions que doit se poser le superviseur au niveau de chaque élément de la supervision.

1° - Planification

- comment résoudre les problèmes ?
- comment récolter les données ?

2° - Construction de l'instrument

- Quels éléments à superviser ?
- quelles sont les échelles d'appréciation ?
- quels sont les critères et normes de performance?

3° - Conduite de la supervision

- Quel style adopté ?
- Quelle est la situation du supervisé ?
- Qui voir en dehors du supervisé ?

JOUR 9 : JEUDI 7 JUIN 1990

1. THEMES 1 : ELABORATION DU RAPPORT DE SUPERVISION
   2 : GESTION DE TEMPS

2. OBJECTIFS D'APPRENTISSAGE

A la fin de la séance le participant qui traite de la supervision doit être capable de :

1 - Confectionner un rapport à partir des données de la supervision
2 - Identifier son propre profil de gestion de temps
3 - Enumérer les avantages et les inconvénients de chacun des trois profils de gestion de temps.

3. METHODE : Découverte

4. TECHNIQUES : Exercices

5. DEROULEMENT

5.1. Activités d'apprentissage

A partir de données récoltées sur le terrain lors de la supervision, les sous-groupes ont dressé chacun un rapport de supervision suivant le format discuté en plénière dont le modèle est placé la page suivante.

La deuxième activité a consisté pour chaque participant à remplir individuellement le test de gestion de temps.

5.2. Résultats

Les sous-groupes ont produit les résultats ci-après :

Groupe
YAOUNDE 1er

RAPPORT DE SUPERVISION

I - INTRODUCTION

Dans le cadre du séminaire de Formation des Directrices des Maisons de la Femme, nous avons supervisé dans la matinée du 05/06/90, l'animatrice rurale de Yaoundé premier afin de mesurer sa performance pour une éventuelle amélioration.

II - METHODOLOGIE.

En plus des observations directes, l'animatrice a été soumise à un questionnaire que nous avons préalablement élaboré (cf. annexes).

Nous avons ensuite déterminé les points positifs et négatifs au niveau de la performance, de la motivation et de la Condition de travail.

Il ressort de cette analyse que la déficience se situe au niveau de la performance. Elle est due au manque d'application des connaissances reçues et de conscience professionnelle.

III - DEROULEMENT

Bien que le voyage se soit déroulé sans problème majeur, les conditions locales n'ont pas toujours été satisfaisante.

Notre supervision a porté essentiellement sur :

- l'étude du milieu ;
- la planification des activités ;
- la conduite des séances éducatives,
- le contenu des séances ;
- les méthodes de communication ;
- le suivi des activités ;
- le rapport des activités ;
- les avantages particuliers ;
- le [illegible] ;
- le moyen de locomotion et sur
- le matériel audio-visuel.

IV - CONCLUSION.

Outre le comportement irréprochable de l'animatrice, nous avons constaté des lacunes dans l'accomplissement des tâches principales qui lui sont dévolues (étude du milieu - planification des activités - conduite des séances éducatives et le suivi de ces activités).

V - REMEDES.

Au vu de ce qui précède, et compte tenu du fait que les conditions de travail sont réunies, nous avons pensé qu'il serait judicieux de :

- rappeler à cette animatrice ses attributions et responsabilités et,
- lui faire bénéficier d'un recyclage.

RAPPORT DE SUPERVISIO

I - INTRODUCTION.

La supervision est une fonction de gestion indispensable à tout responsable pour le suivi des activités de ses collaborateurs ; elle permet d'améliorer les performances desdits collaborateurs.

C'est pour cette raison que nous avions jugé nécessaire de programmer une demi journée pour aller superviser l'animatrice qui travaille dans notre secteur.

II - METHODOLOGIE.

Pour mener à bien cette tâche, il est important de préciser la méthodologie adoptée :

C'est ainsi que avant notre descente sur le terrain nous avons élaboré notre fiche de collecte de données (fiche de supervision) sur laquelle sont portés les éléments de la supervision, les techniques de supervision utilisées, l'échelle d'appréciation, les normes de performance (voir annexes).

III - ANALYSE.

Après l'analyse de toutes les données recueillies, nous avons noté que notre agent était performant sur onze points et un point de défaillance.

IV - INTERPRETATION.

Nous avons décelé l'irrégularité des tenues de séances de démonstrations de fabrication des objets artisanaux.

V - DEROULEMENT.

Le moyen de déplacement (voiture) n'était pas prévu au groupe de Yaoundé IV n'eût été la bonne volonté d'un membre du

groupe qui a mis à notre disposition son véhicule, en oubliant de prendre du carburant, heureusement qu'il n'y a pas eu de panne sèche.

Par ailleurs, ni l'animatrice, ni les autorités administratives et techniques en place n'étaient pas avisées de notre arrivée ; ceci nous a amené à superviser cette animatrice à travers le Chef Sous-secteur qui est leur chef hiérarchique, dont l'accueil et les informations ont été satisfaisants.

V - PRESENTATION DES DONNEES.

Elles sont :

- l'étude du milieu ;
- la planification ;
- la conduite de séances d'(I.E.C.) de démonstrations ;
- le contenu des causeries éducatives ;
- les méthodes de communication ;
- le suivi des activités ;
- la rapport d'activités ;
- les motivations ;
- les conditions de travail.

VI - AUTRES POINTS.

L'intervention d'un responsable sollicitant l'affectation ou le remplacement d'une des deux animatrices.

VII - CONCLUSION.

Nous dirons que l'Animatrice est performante dans la mesure où sur toutes les tâches supervisées la déficience a été notée sur un seul point.

VII - REMEDES.

Projet de lettre au Chef Secteur pour approvisionnement en matériel à l'animatrice.

VIII - ANNEXES.

- Fiche de supervision.

GROUPE MBALMAYO

I. IDENTIFICATION

Titre du poste : Animatrice
Nom des supervisées : EZE, AKABLE...
Lieu de supervision : Mbalmayo
Date de la supervision : 4 Juin 1990

II. INTRODUCTION

But : Constater et apprécier le niveau de prestations des Animatrices en planification familiale.

Durée réelle : une journée.

III. METHODOLOGIE

- Elaboration d'une grille de supervision et descente sur le terrain ;
- Utilisation de cette grille ;
- Regroupement des résultats par éléments, par individu par rapport au groupe ;
- Interprétation des éléments par rapport à la norme de départ retenue et par rapport à la norme moyenne du groupe.

IV. DEROULEMENT

- Conditions de voyage excellentes ;
- Conditions locales satisfaisantes.

V. PRESENTATION DES DONNEES

- Eléments supervisés : Etude du milieu, planification des activités, élaboration rapports d'activités, conduite et contenu séances d'IEC, gestion de stocks, motivation, condition de travail.

VI. CONCLUSIONS

Nos animatrices maîtrisent pour la plupart les techniques d'animation et sont généralement acceptées par les populations. Elles ont un contact agréable et sont serviables et sociables.

Cependant, elles manquent de formation ou de recyclage en planification familiale. Ce qui limite leurs initiatives en la matière.

VII. REMEDES

- Former ou recycler ;
- Améliorer les conditions de travail notamment en leur donnant un moyen de locomotion, des indemnités de tournées et des primes d'animation.

On peut noter que les sous-groupe 1 et 2 ont réalisé un traitement type "individu" alors que le sous-groupe 3 a fait le traitement type "groupe".

5.3. Synthèse du facilitateur

Le facilitateur a proposé les éléments ci-après pour une bonne rédaction du rapport.

REDACTION DU RAPPORT

1. FORME

1. - Présentation du texte

1.1.1. Espaces
1.1.2. Caractères d'écriture
1.1.3. Edition (titre/sous-titre)
1.1.4. Couleur du papier
1.1.5. Format du papier
1.1.6. Nombre de pages.

1.2. Style

1.2.1. Précision
1.2.2. Clarté
1.2.3. Concision
1.2.4. Grammaire (emploi du temps)

2. FOND

2.1. Eléments

2.1.1. Données du problème
2.1.2. Données de référence

2.2. Analyse

2.2.1. Données d'analyse

2.2.2. Objectivité de l'analyse

2.2.3. Données du jugement.

Il a insisté sur l'esprit de synthèse. Ensuite l'exploitation se fait en littérature et non en diagramme.

S'agissant de profil de gestion de temps, chaque participant a pu identifié son propre profil parmi les profils types le gaspilleur, l'utilisateur et le réalisateur de temps.

Pour améliorer la gestion de temps, le facilitateur a remis aux participants le document intitulé : "LES RONGEURS DE TEMPS". Il comprend les éléments rongeurs, les causes, les conséquences et les solutions.

FORMAT DU RAPPORT DE SUPERVISION

BEST AVAILABLE

I - IDENTIFICATION

- Titre du poste
- Nom du supervisé
- Lieu de supervisé
- Date de supervision

II - INTRODUCTION

- But de la supervision
- Durée effective de la supervision

III - METHODOLOGIE

- Système de collecte des données
- système d'analyse
- système d'interprétation

IV - DEROULEMENT

- Contexte de la supervision
  - . conditions de voyage
  - . conditions locales

V - PRESENTATION DES DONNEES (RESULTATS)

- Eléments supervisés
  - . Performance
  - . Motivation
  - . Conditions de travail

VI - CONCLUSION

- Points forts
- points faibles

VII - REMEDES

- Performance
- Motivation
- Condition de travail

VIII - ANNEXES

- Instruments
- Autres documents importants.

BUNAMA

Jour 10: VENDREDI 6 JUIN 1980

BEST AVAILABLE

1 - THEME : RETRO-INFORMATION

2 - OBJECTIFS D'APPRENTISSAGE

A la fin de la séance, le participant qui traite de la supervision doit être capable de :

1° - Enumérer les cinq caractéristiques d'un bon feed-back
2° - Donner un feedback à un supervisé.

3 - METHODES : interrogative et active.

4 - TECHNIQUES : jeu de question-réponses et jeu de rôle :

5 - DEROULEMENT

5.1. Activités d'apprentissage.

En gran groupe les participants ont énuméré les caractéristiques principales d'un bon feedbacb et l'importance de chacune de ces caractéristiques.

Ensuite deux participants ont joué simultanément le rôle du superviseur et du supervisé au cours d'une séance de feedback fait d'abord à un supervisé puis à un groupe de supervisés.

5.2. Résultats.

La séance plénière sur les caractéristiques de feedback s'est soldée par la production ci-après :

Caractéristiques du feedback.

- le feedback doit être :
  . précis
  . spécifique
  . opportun
  . utilisable
  . descriptif

.../...

BEST
AVAILABLE

T2-18
BRAWVA

5.3. Synthèse du fcoilitateur

Le feedback doit répondre aux caractéristiques ci-haut énumérées. Néanmoins, l'attitude de celui qui donne le feedback importe beaucoup de la réalisation de cette dernière étape de la supervision qui est aussi importante que toutes les autres étapes.

Le superviseur doit toujours se référer aux avantages que la supervision apporte à lui-même, au supervisé et à la structure de travail.

En définitive, il faut noter que les deux individus impliqués dans le processus de la supervision doivent faire preuve d'attitudes favorables au feedback.

FPMT is supported by the United States Agency for International Development It is being carried out by Management Sciences for Health

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