

The Thogomelo Project

STUDY GUIDE

Supportive supervision skills
development programme for
community caregivers



social development
Department:
Social Development
REPUBLIC OF SOUTH AFRICA





This study guide was developed in Partnership with the United States Agency for International Development / South Africa (USAID / South Africa), Department of Social Development, Programme for Appropriate Technology in Health (PATH), International HIV/AIDS Alliance (IHAA) and Health and Development Africa (HDA), for the Thogomelo Supportive Supervision Skills Development Programme for supervisors of community caregivers.

Task Order: GHH-I-00-07-00061-00-PATH

The work of the Thogomelo Project (meaning “to care for” in Venda) is supported by the American people through the United States Agency for International Development (USAID). The project is managed by PATH, HDA and the IHAA under the terms of Contract No GHH-I-00-07-00061-00 between USAID and PATH.

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Tel: +27 11 566 8300, Fax: +27 86 604 5104

© Graphics: Jacana Media, The Thogomelo Project and International HIV/AIDS Alliance, 2012

© Design: Jacana Media, 2012
Published by Jacana Media
PO Box 291784, Melville 2109
Tel: +27 11 628 3200
Job no: 002350

1st edition 2012
Reprinted 2014 (twice)

ISBN 978-1-4314-0704-0

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Acknowledgements

This Study Guide has been developed for the Thogomelo Supportive Supervision Skills Development Programme for Supervisors of Community Caregivers. In collaboration with South Africa's Department of Social Development, the US Agency for International Development is supporting the implementation of the project by a consortium consisting of Programme for Appropriate Technology in Health (PATH), Health and Development Africa (HDA) and the International HIV and AIDS Alliance (IHAA).

The Thogomelo Project aims to provide training and capacity development to community caregivers on psychosocial care and support and responses to child protection violations – as identified by community-based organisations. The training will be conducted nationally over the project's five-year lifespan from 1 October 2008 to 30 September 2013. Thereafter, the curriculum will be handed over to the Department of Social Development. A curriculum on supportive supervision works alongside this study guide, and is targeted at supervisors and managers working in home- and community-based organisations.

This Study Guide guides learners through the training and should be used alongside the Learner Manual.

The Thogomelo team wishes to thank the Department of Social Development for providing invaluable technical support during the development of this Study Guide. It has also played a pivotal role in consultation with the Provincial Departments of Social Development to enable a field review of the Study Guide in two provinces (Gauteng and Limpopo).

The Study Guide was made possible through the technical support and consultancy of the following individuals:

- Annette Wozniak (consultant)
- Berenice Meintjies (consultant)
- Rita Muyambo (International HIV/AIDS Alliance)
- Adrian Nel (PEPFAR Fellowship Program)

Finally, we wish to thank all the training service providers responsible for implementation of the training.

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Introduction to study guide

This study guide aims to give you some general guidelines on how to succeed in the Thogomelo skills development programme. The first thing you need to do is to get yourself to think in the right kind of way about studying.

Helpful study guidelines!

Here are some ideas of ways to approach the material:

- Remember the first rule: *Don't panic! You can do this.*
- Make a timetable.
- Revise what you have learnt and give extra time to things that you find difficult.
- Take regular breaks from reading and remembering. You will find some of these activities in your Learner Manual.
- Eat healthy, regular meals to keep your brainpower up.
- Get enough, good, uninterrupted sleep that will help you concentrate.
- Make friends with the material – it is your friend, not your enemy.
- Discuss your thoughts during classroom and during group work.
- Remember the last rule: *Don't panic! You can do this.*

After you have learnt the material, you will be assessed. This means that you have to show what you have learnt. Assessment can feel scary if you don't know how it works.



How assessment works

During your orientation, you received a poster that explained how assessment works. What the poster tells you is this:

- When you have completed the programme, you will get a certificate.
- You will get the unit standards and credits towards the skills development programme. The credits you will receive will contribute towards a qualification.
- You will develop knowledge and skills that you can put into practice in your daily work.

In the assessment criteria, you will be asked to show what you have learnt and what you understand. There are some important words that you need to “unlock” the meaning of. Then you will be able to give the information in the correct way. Here are the words you need to know and make friends with. These *key words* can be put into two groups:

1. Words that ask you to be *general*
2. Words that ask you to be *specific*

<i>General key words</i> – these words are asking you to show what you know and to write as much as you can about the question.	<i>Specific key words</i> – these words are asking you for certain information, such as a name or a list of names.
Explain	Identify
Discuss	Name
Explore	Describe
Demonstrate	

Here is an example of a key word from both groups.

Explain = Put into simple words or say something about

For example: Explain different ways that our cultures view death and dying.

Answer

Every person, family, religion or culture has its own way of understanding and explaining death and dying. We all have different ways of coping with death and dying and this may be through performing different rituals or ceremonies. As community caregivers we need to understand and respect the different ways in which people cope with death. One way to do this is to find out by asking and listening respectfully to what people tell us about the way that they understand and cope with death in their religion and culture. Although some people may do or say things we do not agree with, we must still respect these differences.

Identify = Give some information, such as names or a list of things

For example: Identify what services are available in your community to help someone in times of death and bereavement.

Answer

There is a local community clinic nearby where there is a social worker and a psychologist who can help with counselling. There is also a women's prayer group that welcomes people who are bereaved and who need support.

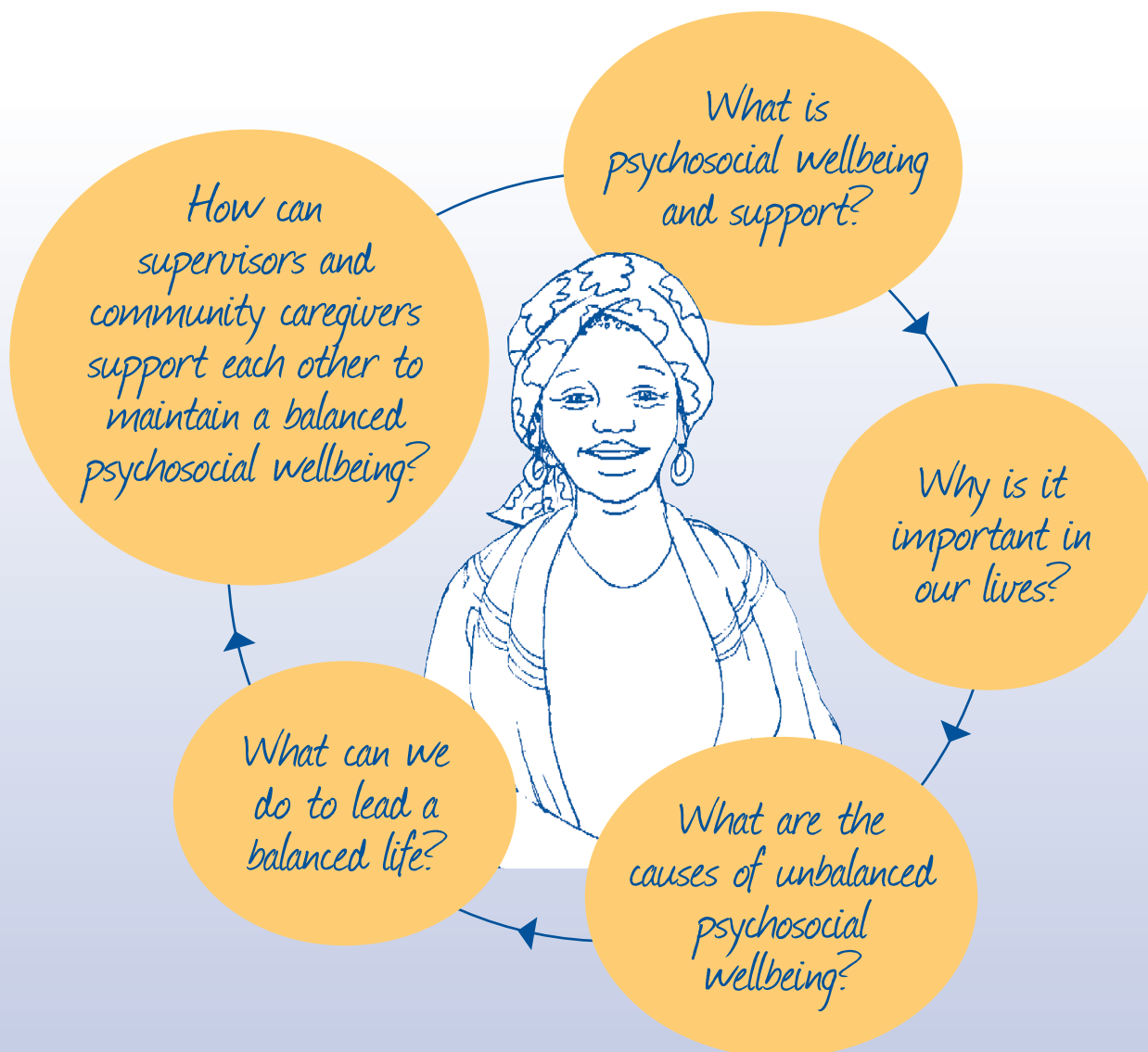
Module 1

Psychosocial wellbeing and self-care

Unit standard number:
US 254183

Title of unit standard: Apply personal development strategies and skills to enhance effective service delivery in child and youth care work

This module starts by looking at what psychosocial wellbeing and psychosocial support mean. It then focuses on the causes of stress and how this impacts on your work, personal life and those around you. Finally, it looks at simple strategies for self-care for reducing the **impacts of stress**.



Understanding psychosocial wellbeing

Psychosocial wellbeing means feeling good about yourself and about your relationships with others. In order to feel this way, you need to get the kind of support that can help you deal with your thoughts and feelings. As a supervisor, you are obviously concerned about the wellbeing of the caregivers that you supervise. However, you also need to think about your own wellbeing and to take care of yourself as well as take care of others.

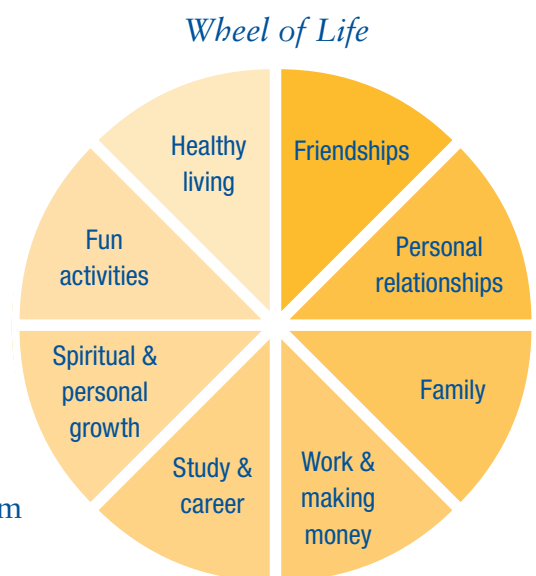
One way of achieving a sense of wellbeing is to be more self-aware by stopping and thinking about your life and asking some important questions, like:

- Who am I?
- Do I like what I see?
- How balanced is my life?
- What does my wheel of life look like right now?
- How would I like to change the balance in my life?

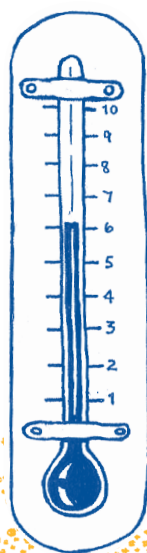
If you think about the caregivers you supervise, how do you think their *wheels of life* look at the moment? Which areas need to get more energy to get a healthier balance? Refer to page 28 in your Learner Manual for more on the Wheel of Life.

As you do these self-awareness activities for yourself, encourage those you supervise to do them for themselves too.

How could you do this activity with them to help them develop their own self-awareness?



Understanding stress



What do I need to know about my stress levels and those of the caregivers I supervise?

Imagine a stress barometer.

Where do you think your stress level is on this barometer?

*Stress
barometer*

Do the following exercise:

Think about the following questions to try to work out how stressed you are. Plot where you are on the stress barometer. Then ask yourself:

- What increases my stress?
- What reduces my stress?

There are many different things that can contribute to your stress. Ask yourself:

- What parts of my job increase my stress? For example:
 - Working hours (too many hours, after-hours work)
 - People I work with (my supervisors, my colleagues)
 - Workplace (work space, distance to work, overcrowded, facilities)
 - Type of work (exhausting, demanding / fulfilling, rewarding)
- What parts of my personality increase my stress? For example:
 - Am I impatient?
 - Do I want to do things perfectly every time?
 - Do I have problems admitting my mistakes easily?
 - Do I believe I have to do everything myself or can I work in a team?
- What parts of my personal life increase my stress? For example:
 - Do I have problems in my personal relationships that interfere with my work?
- What parts of my personal history increase my stress? For example:
 - Do I identify closely with the problems of others because I have experienced some of these things myself?
- What worries me the most?
- How does other people's suffering affect me? For example:
 - Do the feelings of others stir up feelings in me too easily so that it makes it difficult for me to do my work?

The stress of engaging with other people's suffering

One of the main stressors for supervisors, who are involved in the work of caregiving, is *being close to the suffering* of others. For example, seeing the poverty, and dealing with terminal illness and death.

Think about the following questions:

- What do you see in your work that worries you the most?
- How does this affect you?

It is a heavy load to supervise caregivers who themselves have similar difficult experiences in their everyday work that affect them deeply. As a supervisor you need to take special care of yourself and look out for warning signs that you are stressed.

How stressed are you?

There is a simple stress test that you can do on yourself and encourage the caregivers you supervise to do it too.

Ask yourself: Which of these apply to you?

- “Small problems and disappointments upset me.”
- “I don’t get pleasure out of things that used to give me pleasure.”
- “I can’t stop thinking about my worries.”
- “I don’t feel strong enough to cope with life.”
- “I am always tired.”
- “Small problems make me angry.”
- “My sleeping and eating patterns have changed.”
- “I get headache, backaches and other pains.”

If five or more apply to you, then you need to manage your stress.

The boiling pot: understanding stress

The **steam** represents ways in which you can “let off steam” or **release some of the stress** that you feel!

The **wood** that fuels the fire represents the **stressors**. These are the things in your life that cause or add to your level of stress.

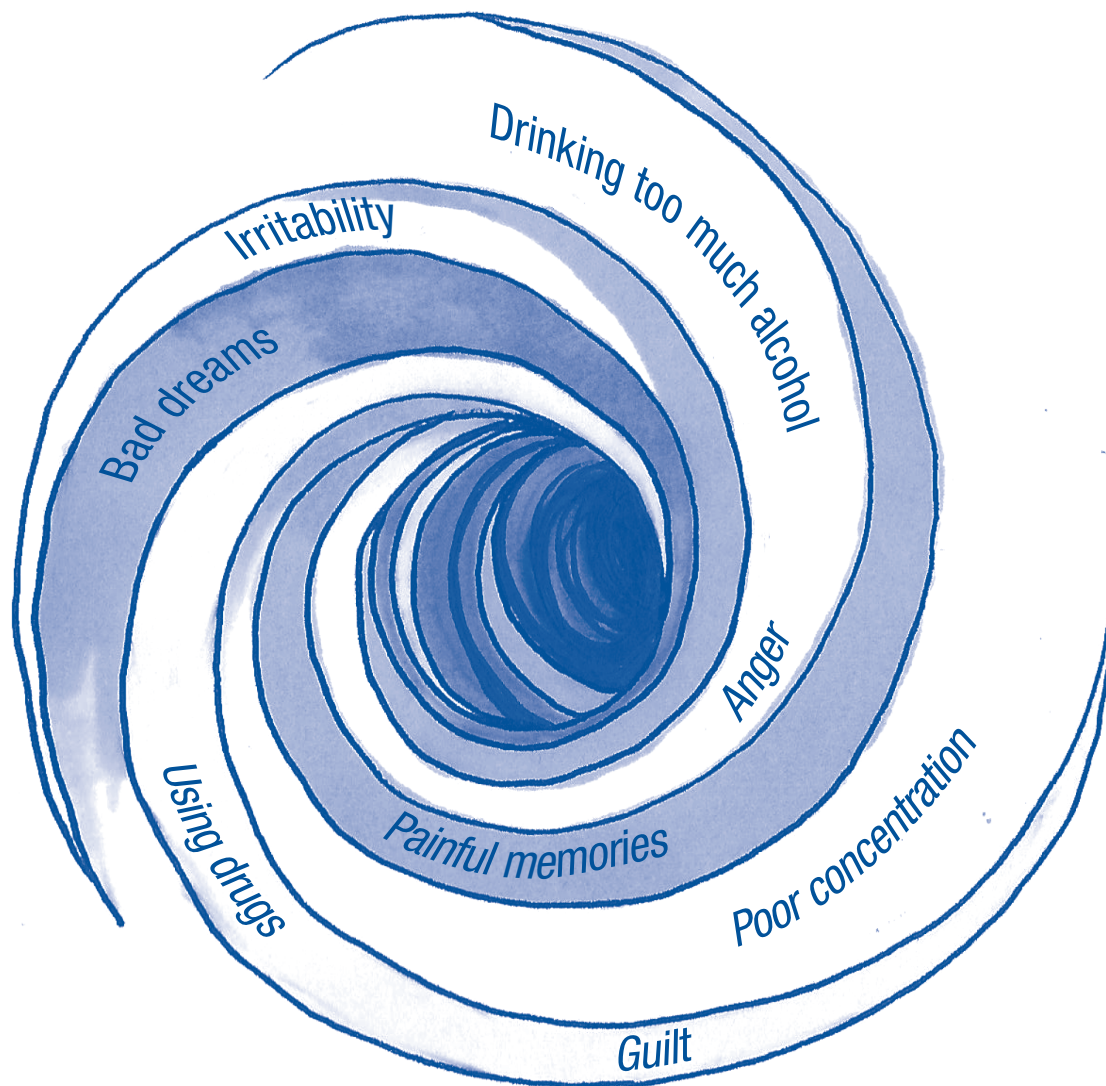


The **pot** that holds the water represents you, containing the stress.

Improving your ability to **contain** stress can help reduce its impact.

What or who can help me to relieve stress or to “let off steam”?

If you can recognise that your stress levels are high, you need to find ways to “let off steam” or release stress before it causes harm to your body and mind (read pages 30 to 42 in your Learner Manual). It is helpful to think of healthy ways to do this. So, watch out for the warning signs:



After becoming aware of the causes of stress in your life, **put in place self-care strategies** for yourself. You can also encourage those you supervise to do the same.

Self-care strategies

The idea of supporting one another *emotionally* is found in many different cultures (refer to pages 42 to 53 in your Learner Manual).

Think of ways in which people were traditionally supported emotionally and socially in difficult or stressful times. Try to think how your community and family find ways to reduce stress. Write this on a piece of paper.

Start to make a list of your personal self-care strategies:



I can take care of my *BODY* by...

- Healthy eating
- Sleep and rest
- Exercise
- Relaxation



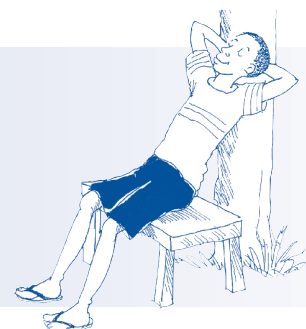
I can take care of my *HEART* by...

- Opening my heart to someone who is a trusted friend and good listener.



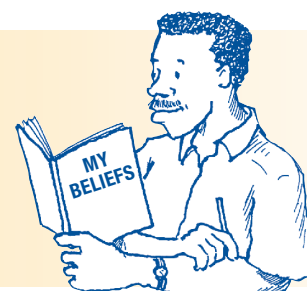
I can take care of my *MIND* by...

Making sure that repeated negative thoughts do not crowd my mind.



I can take care of my *SOUL* by...

- Letting my personal and spiritual beliefs guide and comfort me.



KEY POINTS

What are the key points about psychosocial wellbeing and self-care?

- As a supervisor, you need to be aware of your own stress levels and to know what stresses you out.
- You need to be aware of what aspects of your work, your personality and personal history create stress in your life.
- An important way to manage stress is to find healthy ways to relieve stress or let off steam.
- The most important thing you can do as a supervisor to be effective in your work is to practise self-care.

When I am stressed I feel it in my body. One way of monitoring stress is to pay attention to what our bodies are saying to us about our lives.

Yes, a good way to combat stress is to focus on our bodies. I am a great believer in living a healthy lifestyle. If I do not take good care of my body, my stress builds up. Then I lead a less healthy lifestyle. This makes me even more stressed!



Module 2

Supportive supervision

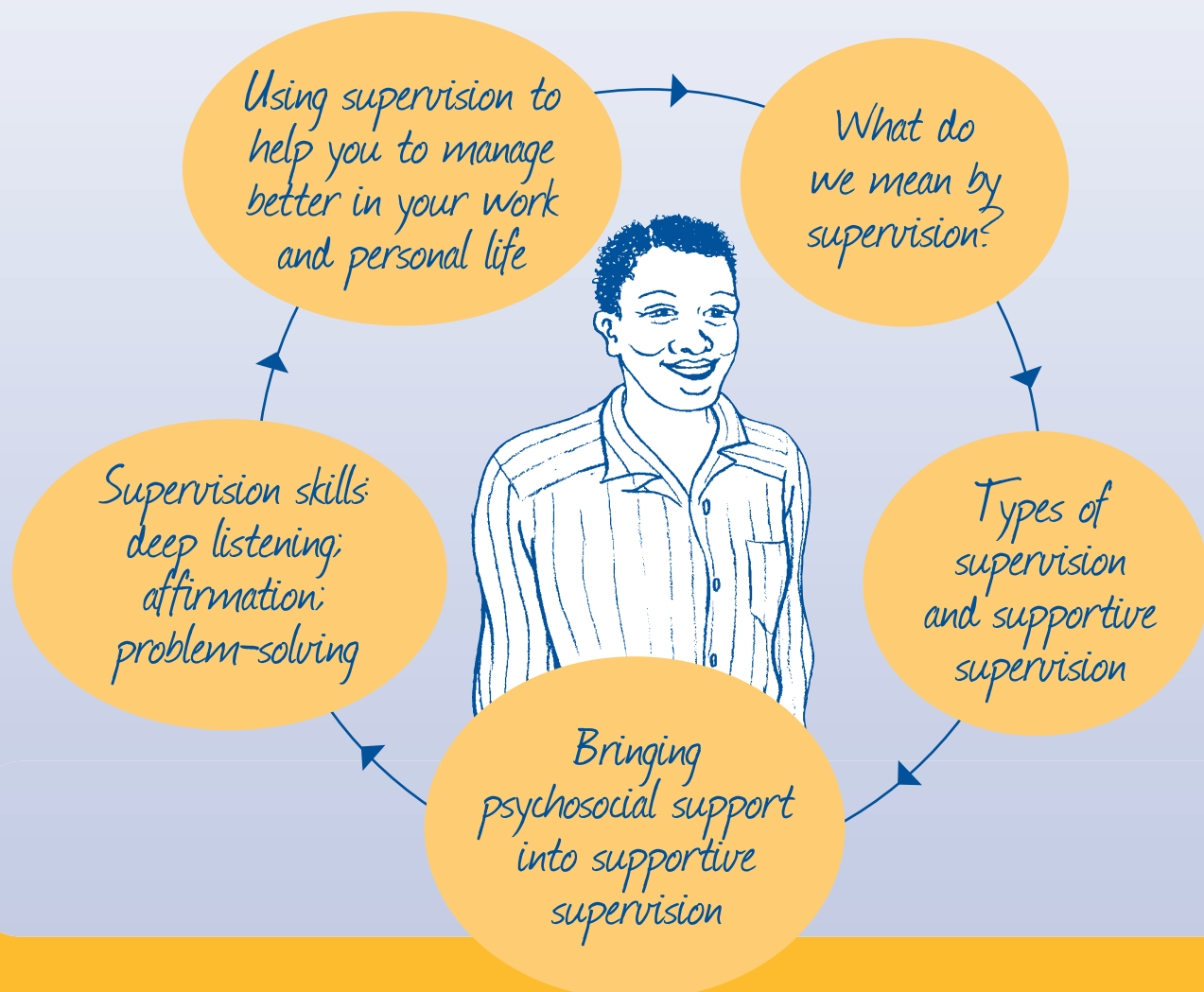
Unit standard number:
US 254183

Title of unit standard: Apply personal development strategies and skills to enhance effective service delivery in child and youth care work

In this module you will think about:

- what supervision means
- different types of supervision
- what the aim of supervision is
- how to look after yourself as a supervisor

The aim of this module is to make supervision supportive and helpful so that community caregivers can grow and develop to their full potential. One of the most important aims of supportive supervision is to bring psychosocial support into supervision. You will also learn about different supervision skills and ways that supervision can help you manage your work better.



What do we mean by supportive supervision?

When you think of the word *supervision*, it can bring up a lot of things in your mind, such as memories or thoughts and feelings – positive or negative. It is important to know about your own experience of supervision as this can influence the way you supervise others. You have probably had experience of some type of supervision:

- individual supervision;
- group supervision that is offered by someone in the organisation (internal supervision); or
- group supervision that is offered by someone outside of the organisation (external supervision).

Your past experience can help you to think about what can make supervision as helpful or as supportive as possible.

The word supervision usually means that someone who is more experienced tries to support a community caregiver so that they can do their work more effectively by:

- developing skills; and
- gaining information and learning to cope better with experiences and feelings.

They do this by listening to the community caregiver talk about their work and helping them to think about or reflect on their work.

The Thogomelo Project asks you to think about a type of supervision that is called *supportive supervision*. This sort of supervision aims to build up and support people to be the best that they can be in their work and to look after their bodies and their minds as they do the work of community caregiving.

Read pages 60–62 to understand more about the types of supervision. Ask yourself which type of supervision you have done with your caregivers. Think of what has worked and what has not worked. Brainstorm on what you would like to improve in your supervisory skills.

What kind of supervisor would you like to be?

Read through this list of qualities and tick those that you would choose for yourself:

- ☐ "I would like to show others just how much I respect them so they will respect me too."
- ☐ "I would like to learn to listen deeply and really well to what someone says. I would also like to listen for what they don't say too."
- ☐ "I would like to take away the pain of others because I believe I am strong enough to do that."
- ☐ "I would like to be able to know what my limits are – what I can and can't do – as a supervisor."
- ☐ "I would like to be able to make everyone around me feel better so that I can sleep well at night."
- ☐ "I would like to be able to say 'no' or 'I can't', sometimes."
- ☐ "I would like to be able to manage the feeling of not being able to do enough."
- ☐ "I would like to be good enough, not perfect."

Now think of ways on how you will become the supervisor you would like to be.

Supervision skills

The golden rule of supervision is:

Speak less and listen more.

Deep listening

When you listen, try to listen with different parts of yourself:

BODY

keep your own body open and relaxed and notice changes in your own body as you listen

EARS

listen for words or groups of words that the person repeats

MIND

listen with full attention to what is being said but also for what is not being said

HEART

pick up what feelings are being communicated and what may be hard to communicate

EYES

look at physical appearance, watch facial expressions and body language



It can be hard for someone to talk about feelings, but it is often a relief when someone else can pick up on your feeling and acknowledge it:

"I imagine that you must be feeling very worried about that."

Affirmation

Another helpful rule of supervision is to use affirmation. This means focus on what the person does that works well and then build on that. In this way you can help people to grow and develop their strengths. However, supervision is not just about affirmation, you will also need to deal with difficult situations and talk about what went wrong or what things the caregiver may have had problems with.

Structure

Supervision and structure go hand in hand. If there is one word that is important when developing a structure it is the word '*same*':

Same time: Try to meet at the same time (day of the week = every Monday; time of day = 10h00; length of time = 1 hour).

Same place: Try to meet in the same room each time you have a meeting.

How to structure the supervision session

Having a structure for each supervision session is very important and can make the caregiver feel safe or contained. It is important to know when supervision will take place, how often, where and how each session will be structured. All these things help to make the supervision a safe and containing experience. Read pages 78–81 in your Learner Manual.

Here is an example of a structured supervision session:

STEP 1

Greet everyone and settle in.

STEP 2

Listen deeply with all five parts of yourself to what the caregiver/s are telling you.

STEP 3

Let the caregiver/s offload and talk about what is difficult. Don't focus on what works well too quickly – give enough time and space for those things that are hard first. Talk about difficulties and how to manage these.

STEP 4

Affirm what is going well or what the caregiver has done that has gone well.

STEP 5

Summarise and confirm next appointment.

How to deal with resistance to supervision

Sometimes there can be signs of resistance:

- The caregiver doesn't want to go to supervision.
- They feel something else is more important than supervision.
- They arrive late or forget about supervision.

Resistance may be something that the person is aware of:

"I didn't feel like going because..."

or

Resistance can be unconscious: the person is not aware of what it is that stops them going.

When you pick up resistance to supervision, it is important to talk about it to find out what is causing the resistance. It is important not to be angry, critical or judgemental, but instead to try to be interested in what is making it difficult for the person around supervision. Sometimes it is a relief for the caregiver to be made aware of it and to be able to talk about it!

Try not to be angry, critical or judgemental when a community caregiver is resistant to supervision.



Managing workload and boundaries through supervision

Two important goals of supervision are:

- to manage the workload; and
- to manage the boundaries.

Managing workload and boundaries are probably two of the most difficult things for community caregivers to do. Working toward these goals can help community caregivers and their supervisors to protect their psychosocial wellbeing.

Managing workload

You and your supervisor can talk about practical ways of managing the amount of work you do. You can imagine this as *space in your day*.

Managing boundaries

Managing boundaries is more challenging because to do this, you have to manage the way you *make space in your mind* to think about your work and the people you work with.

Try to think about managing boundaries in this way.

When you listen to people, two things happen:

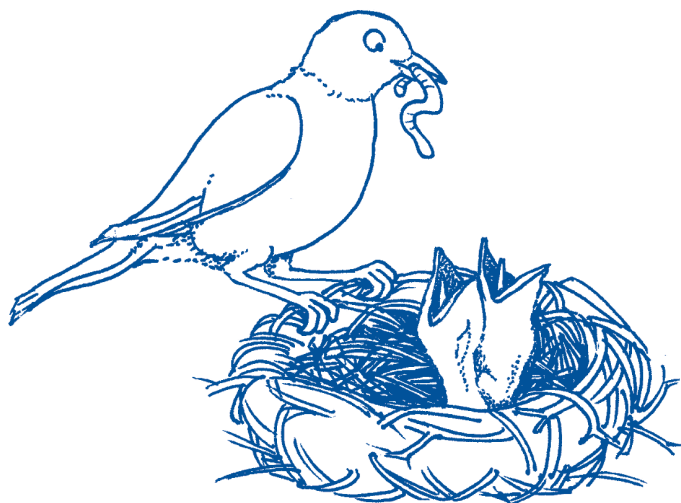
- You identify with the feelings of the person you are listening to. For example, you can feel their sadness or their shock or their anger. We call this *identifying with the feeling*.
- You can take in the feelings so that you feel like they do. Those feelings can stay with you for a long time after the person has left. We call this *transfer of feelings*.

There is a problem when the caregiver or supervisor starts to carry the feelings that are transferred to them and this is why supervision is important.

A supervisor needs to be aware of this herself and to help the caregiver to:

- recognise the feeling that is not theirs but they have to do something with; and
- understand that they can “digest” the feeling and then give it back in a way that the other person can understand.

Listen to others



Another way of thinking about this is to think about a mother bird that takes food into her own mouth, digests it for the baby bird and then gives it back in a way that allows the chick to take it in. The mother does not keep the food because it is not hers, but she does help the chick to take something back in a way it can manage.

This is what caregivers do when they listen to others and this is also what a supervisor does for the caregiver.

Protect your boundaries



Imagine that around every person there is an invisible protective skin. This is one way of trying to imagine what is meant by a boundary. Imagine that your protective skin has pores that can open and close. As a supervisor, you need to be able to control how open or closed the pores are in your protective skin. If your pores are wide open, each and every feeling that others carry can pass through your skin and get transferred to you. This can make you feel overwhelmed and can make it difficult for you to do your work effectively. It can make you feel as if you are buried under a mountain.

You need to be open enough to the feelings and experiences of the caregiver you work with, but to know when you cannot hear, feel or do anymore. This means that you have to mentally know when to close off for a while to protect yourself. Then carefully open yourself again to carry on when you are ready. As a supervisor and caregiver, you need to think of ways you can do this by asking yourself two questions:

- How much can I manage?
- How can I do what I do in a manageable way?

KEY
POINTS

What are the key points about supportive supervision?

- You can use your own experience of supervision to help you to think about what kind of supervisor you would like to be.
- Identify your strong points and those things you need to work on as a supervisor.
- Be aware that there may be resistance to supervision and try to understand why this happens.
- The biggest challenge and priority is to be able to manage workload and boundaries so that you can work effectively.



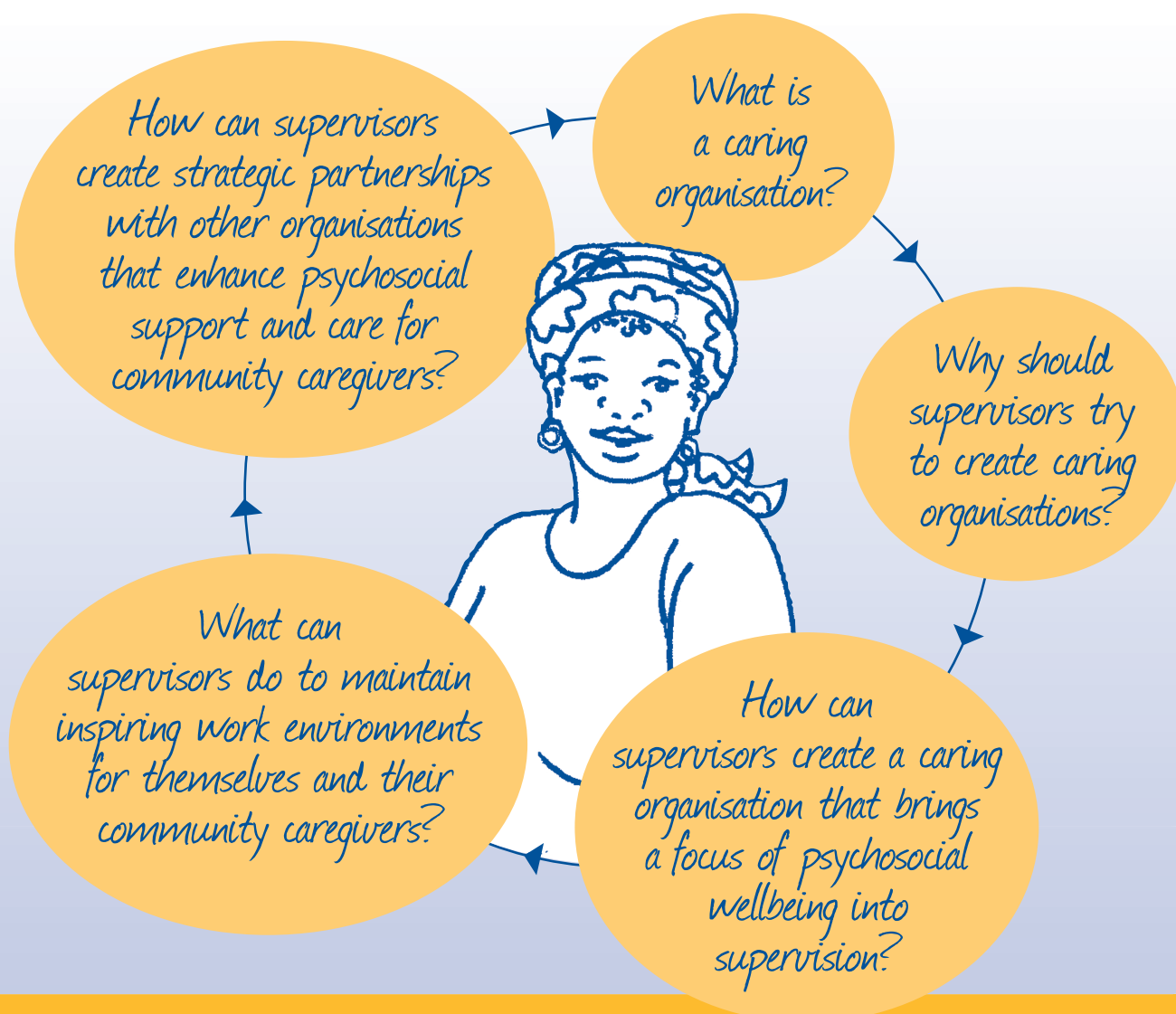
Module 3

Creating a caring organisation

Unit standard number:
US 264268

Title of unit standard: Facilitate a peer-education intervention

In the previous modules, you have looked at the importance of psychosocial wellbeing for caregivers and supervisors. In this module you are asked to think more broadly about where caregiving takes place, like the organisation. People need care and so do organisations. Healthy people can make a healthy organisation but in the same way, a healthy organisation can create a sense of wellbeing in the very people who work in it. This is what is meant by applying the principles of psychosocial wellbeing to the organisational environment.



Assessing the state of wellbeing of your organisation

Here are some questions you could ask about your organisation's wellbeing:

- Are we working long hours (in the evenings and at weekends)?
- Do we interrupt one another with work matters after hours or during time off?
- Are we short on sympathy and high on irritation when colleagues experience difficulties?
- Do we feel that we are not making a difference in the lives of the people we support?
- Do we work in a disorganised, untidy environment?
- Do we show neglect in our appearance?
- Does it feel like too much effort to network with other people?
- Do we make uncaring jokes about other people?
- Do we forget to have fun or be creative in our work?

If you have said yes to *five or more* of these questions, then it is time to give some serious attention to ways of increasing organisational wellbeing.

Creating a vision of a caring organisation

An organisational culture is something that you cannot see, but you can feel. It is an invisible part of an organisation and can determine whether the organisation and those who work in it are EFFECTIVE, HEALTHY and HAPPY. In other words, the organisational culture tells you something about the psychosocial wellbeing of the organisation. For example, you can walk into an organisation and feel:

Tension Strict power structure Hierarchy

Other times you can feel that the organisation is:

Organised Working well Productive

The organisational culture is something that develops over time and is learned and shared by the people who work in the organisation. The good news is that it can be changed and improved to increase wellbeing and reduce stress.

Supervisors can play an important role in improving the organisational culture by:

- Taking an interest in people's personal life as well as their work
- Attending special events of colleagues, such as weddings or funerals
- Remembering special events, such as birthdays or anniversaries of loved ones who have died
- Treating everyone, no matter what their position is in the organisation, with respect

- Showing kindness when people are struggling with illness or difficult personal situations
- Stopping negative comments and gossip at work
- Affirming things that people do well and celebrating success
- Having fun

Recognising signs of stress in your organisation

Stress can come in two different forms: personal stressors and organisational stressors.

Personal stressors are those things that affect you, such as:

- Financial stress (personal finances and low stipends)
- Seeing extreme poverty
- Resentment about workload and lack of income
- Fear of stigma and discrimination related to your own HIV status
- Confronting death

Organisational stressors are those things affecting the organisation as a whole, such as:

- Lack of communication, consultation and shared decision-making
- Lack of training and capacity building
- Lack of mentorship, guidance, feedback and support
- Lack of psychological support and counselling
- Concerns about travelling long distances, crime and contracting HIV and other illnesses
- Lack of status and recognition from communities you serve

While you can take some responsibility for your personal stress, it can be difficult to deal with managerial and organisational policies and systems. It may be possible to recommend creating fair policies and systems to reduce stress in an organisation.

Other ways to reduce stress in an organisation are:

- affirming one another;
- looking for signs of success (indicators);
- providing positive feedback when appropriate; and
- giving negative feedback in a tactful way – a way that is honest and constructive and helps the person to listen instead of getting upset.

What is peer education?

Peer education means teaching people who are at the same level as you – “we teach each other”.



Peer education is very helpful because:

- It can be done internally without having to pay for a special venue or an expert outside facilitator.
- People in the organisation may have the best knowledge and experience about the work of the organisation.
- People in the organisation may have the best practical ideas about how to do the work.
- People in the organisation usually understand the context and specific issues of the organisation.
- People in the organisation may be willing to listen well to one another.

Peer education is important in our society because in the past many people did not have the opportunity for formal education. There is a lot we can teach one another today. Peer education is also important because teaching can be done in local languages and can be applied practically to local contexts.

Types of peer education

Peer education is usually done internally, within the organisation, not by an outside expert. It can be done:

- formally, for example where you set up a workshop or training programme; or
- informally, for example where you explain to someone in the organisation how to do something.

Examples of formal peer education	Examples of informal peer education
<ul style="list-style-type: none"> • Having someone in your organisation organise and facilitate a workshop • Organising an internal training programme • Running a planned orientation or induction programme for new people joining the organisation • Giving people organisational documents or manuals to read about the work of the organisation 	<ul style="list-style-type: none"> • Explaining how to do something to someone else in the organisation • Going with someone on a field visit to help them to get more experience in their work • Helping someone to solve a problem that they are having in their work, in a way that the person learns how to handle that situation themselves

Peer education facilitation methods

Facilitation methods for peer education can include:

- Group work
- Role-plays
- Brainstorming
- Plenary (joint discussions)
- Experiential learning (practical skills and reflections about real life experiences)
- Debates
- Simulation (pretending to do something in order to practise a skill)
- Case studies

The role of a peer educator

The qualities and role of a good peer educator is someone who shows:

- Credibility (a good track record)
- Integrity (having good ethics, being true to yourself and doing what you say you should do)
- Honesty
- Respect
- Confidence
- Trustworthiness
- Reliability (doing what you say you would do)
- Impartiality (not taking sides)
- Empathy (the ability to understand things from someone else's position)



A peer educator should show good ethical behaviour, which includes:

- Ability to maintain confidentiality
- Accountability
- Responsibility

A peer educator should also have good boundaries, knowing:

- When you have reached your limits of knowledge and need to get help or more information from someone else
- Understanding that the role of a peer educator is to share skills and knowledge, not to do counselling or just have fun
- Setting a good example (for example, coming to the peer education training on time, keeping your cell phone off during training)

Planning a peer education intervention

Here are some tips on how to prepare for a peer education intervention to make sure that it is successful:

- Consult people about the topics they would like to have covered in the training
- Involve people in organising and facilitating the training (give everyone a role to play and encourage ownership of the process)
- Discuss the plans with your manager or supervisor
- Gather materials and information needed for the training (e.g. government departments have a lot of free materials)
- Collect other resources needed to run the workshop (e.g. stationery)
- Organise a venue
- Organise catering

Project planning

For planning to be most effective, it is recommended that you try to work out exactly who is doing what, and when. This planning table can be used to help you to plan events effectively.

What activities need to be done	Who is responsible	When will this be done

Developing capacity in community caregivers

Training programmes inside the organisation can offer people knowledge and skills to deal with difficult situations at work. This in turn can help to *reduce stress* and help to create a caring environment. One way of doing this is *peer education*.

A peer-education programme is usually started by someone who has more experience, like a community caregiver. The aim is to start talking about things like health and psychosocial support and in this way to bring about the personal development and confidence of community caregivers.

Peer-education activities are those activities that caregivers in the organisation start and do together.

- Try to think about what you would like to learn or study. It should be something that you feel passionate about but where you feel least able. Complete the sentence: “The area I feel passionate to learn more about is...”
- Ask yourself whether your supervisor or the organisation would agree that this would be good for you and what the organisation needs. This is what is meant by a good match between what a caregiver would like to be trained in and what their supervisor feels they need.

Orientation and mentoring as a way of capacity development

Orientation is a process of preparing a new person in an organisation to know what to expect and to know what is expected of them in their work. It is very helpful to have an **orientation programme** so that whenever a new caregiver joins the organisation, something is in place to welcome and prepare them from the start. Such a programme could include:

- Introducing vision and values of the organisation
- Information about the background and problems faced by the community where they will work
- Code of conduct
- Basic technical caregiving skills
- Mentoring from another experienced caregiver
- Weekly supervision sessions
- Meetings to explain things like reporting and finances

Mentoring means giving support to someone doing a job so that you can help them to develop their knowledge and skills. For example, going with a community caregiver on a home visit.



Orientation and mentoring are peer-education activities because they are run by caregivers or supervisors in the organisation.

Other ways to improve the psychosocial wellbeing of your organisation



Training, orientating and mentoring are important ways to build psychosocial wellbeing, but there are other ways too, like:

- Reflecting on the meaning of my work: River of life activity
- Creative activities that can be included in organisational meetings
- Socialising and relaxing together

More formal ways to protect psychosocial wellbeing is to appoint a *staff care committee* that looks at ways to strengthen a caring work environment. It is also a good idea to develop a *staff care policy*, which is a written document that reminds caregivers and their supervisors about how to care for one another.

KEY POINTS

What are the key points about creating a caring organisation?

- Just as you have to watch yourself for signs of stress, you also have to be able to assess the organisation's wellbeing.
- Personal wellbeing of caregivers and supervisors is directly related to the psychosocial wellbeing of the organisation.
- There are many different ways to offer training to community caregivers. This training can reduce stress and enable personal development.
- Orientation and mentoring are also helpful ways to build a caring environment where people can be the best they can be at work.



For more detail, read your Learner Manual.

The Thogomelo Project

LEARNER MANUAL

Supportive Supervision Skills Development Programme
for supervisors of community caregivers



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