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EXCLUDED FROM THE LABOUR MARKET”**

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1. Preface

The “Supervision Methodology Tool Kit” is developed within the project “Promoting active inclusion of disadvantaged persons excluded from the labor market”, Contract No. 12-9137/1, financed by the European Union within the Operational Program for Development of Human Resources – The European Union’s Instrument for Pre-accession Assistance IPA.

The project aims at increasing the activation and involvement of persons at risk of social exclusion in the labour market by mobilizing and/or improving their skills, education, qualification and facilitating their full integration into the society and in particular their access to the labour market.

Specifically, the project is consisted of the following objectives:

- To enhance the employment potentials of people at risk of social exclusion by promoting individual pathways towards employment;
- To develop and implement targeted employment services and trainings leading to sustainable integration into the labour market of people at risk of social exclusion;
- To identify and transfer good practices of labour market integration of people at risk of social exclusion and ensure their greater impact and multiplication.

It is structured into three interrelated clusters of activities:

- Enhancing the skills of employment and social care professionals.
- Reinforcing the motivation, participation and employability of the groups at risk.
- Fostering networking and partnership-building of service providers.

The “Supervision Methodology Tool Kit” has been designed to be a reference guide for project’s staff and mentors in order to provide a concrete structure with regards to the supervision methodology and most important tools that are going to be applied during the mentorship program.

Given that the primary objectives of (mentors’) supervision are to serve as an educative and supportive function, the proposed methodology and its tools provides a structured framework to those involved in the supervision process to raise and deal with professional issues, as well as to gain further expertise. In this Project, supervision allows mentors to learn from their own experiences in working with their clients, review and debrief approaches to support-oriented practices, and ensure that service delivery is following best practice standards.

2. Mentoring Supervision Framework

The most important work of the mentor is the development of his/her mentees. In addition to managing and motivating people, it is equally important to provide the resources and guidance people need to learn, grow and become more capable and effective at their jobs.

Mentoring is considered as a valuable approach with the aim to:

- Help jobseekers or work/ internship placed mentees in local businesses and social enterprises acclimate to their professional roles quickly and more confidently.
- Assist employers to accommodate the work/ internship placed mentees to their business function.
- Promote and increase diversity in the workplace.

However, developing and maintaining a successful mentorship program is challenging.



It is also important to consider how to deal with situations where a pair just doesn't click. Be sure to build in a way for people to dissolve the relationship and find another match without hurt feelings.

One recommended approach is to set up a "check-in" soon after the relationship begins. If the two participants don't seem to mesh, it might be best to find the mentee a new mentor.

Supervising mentors is also considered as a very crucial element of this project, in an effort to support mentors in their effort to become more effective in helping mentees to achieve their goals.

The supervision model should cover some of the following areas:

- being able to explore techniques and help mentors with problems,
- to be an opportunity to mentors to reflect on own practice,
- to support a mentor who feels out of his/her depth,
- as a mark of good practice for the profession,
- to support with ethical issues,
- to be available for the mentor as an emotional safety valve.

Therefore, the mentors' supervision model aims at:

- helping mentors developing their skills throughout the project,
- preventing personal burn-out,
- demonstrating skill/ knowledge,
- providing a quality control process,
- allowing the sharing of ideas and resources,
- ensuring the implementation of good practices,
- facilitating professional development,
- enhancing project's staff communication with mentors and sense of cohesiveness.

3. What is Supervision

Supervision is an activity undertaken by someone occupying a formal role within an organization that has (more or less) explicit expectations and accountabilities to both the person being supervised, and the organization which provides the context for the supervisory relationship. The relationship is ultimately defined by the organization. The position is occupied by a person approved by the organization who can be removed from or replaced in that role under conditions specified by the organization. The organization is responsible for the quality control of the supervisory relationship through whatever mechanisms the organization has in place. Because it is an organizational position, the expectations of both the supervisor and the supervisee should be explicit (even if only in a minimal way) and comply with the norms of the organization (e.g., supervision agreement).

The supervisor's role can be defined as a complex, professional one, which requires much more than good will and spare time. It is an intensive form of teaching, and guidance, in a much broader sense than just the transfer of information (James & Baldwin, 1999). The role is a supportive one where the supervisor may be a mentor, coach, guide, model and manager, with the goal of preparing supervisees to achieve their professional goals.



4. Developing The Relationship Between Supervisor & Supervisee – Critical Issues

The relationship between supervisor and supervisee is a multi-faceted one. The direction of the supervisee's project, i.e. the developing and managing the mentorship relationship, is a very important part of the supervisor's role but by no means is it the sole aspect of effective supervision. As with any working relationship, it is vital to establish a clear understanding of the roles and responsibilities of each member early on in the process. Spending some time at the beginning to consider how the relationship will work is valuable in terms of developing a long-term, mutually effective relationship. Given the central role that the relationship between supervisor and supervisee plays, focusing on the relationship early on contributes greatly to the successful completion of the graduate program.

4.1. Responsibilities of Supervisor

The supervisor's responsibilities include being available to support their supervisees at every stage, from formulation of a project, i.e. mentorship through to establishing methodologies and discussing results, to presentation and possible publication of achievements.

The following is a list of fundamental supervisor responsibilities compiled from the literature, which supports the facilitation of good practice in supervision:

- assist the supervisee with the developing and planning of a measurable and manageable action plan,
- be sufficiently familiar with the field of mentorship to provide guidance and/or have a willingness to gain that familiarity before agreeing to act as a supervisor
- be accessible to the supervisee for consultation and discussion of action plan progress (the frequency of meetings will vary according to the phase of work, nature of the project, full- or part-time status, etc.),
- respond in a timely and thorough manner to work submitted by the supervisee, with constructive suggestions for improvement and continuation (good practice suggests that turnaround time for comments on written work should not exceed one week),
- make arrangement to ensure continuity of supervision if the supervisor will be absent for extended periods, (e.g. a month or longer),
- assist the supervisee, when necessary, in gaining access to facilities or materials,
- work to achieve consensus and resolve differences when there is a conflict in advice or when there are different expectations,
- support and acknowledge supervisee's contributions and successes in implementing the action plan.

4.2. Responsibilities of Supervisee

Supervisees make a commitment to devote the time and energy needed to engage in (Project's case), building and managing a mentorship relationship. The supervisor has a right to expect substantial effort, initiative, respect and receptiveness to suggestions and criticisms.

The following is a list of fundamental responsibilities of the supervisee:

- work with the supervisor to develop and plan a measurable and manageable action plan,
- make a commitment and show dedicated efforts to gain the background knowledge and skills needed to pursue the goals of the action plan,



- develop a plan and timetable for completion of all stages of the project in conjunction with the supervisor,
- adhere to a schedule and meet appropriate deadlines,
- meet with the supervisor when requested and at mutually agreed upon times and report fully and regularly on progress and results,
- seriously consider the advice and criticisms received from your supervisor and other members of Project partners,
- be thoughtful and reasonably frugal in using resources provided by your supervisor and assist in obtaining additional resources for the project,
- conform to Project requirements, including those related to deadlines, conflict of interest etc.,
- maintain records of the work (so that others can utilize the best practices, where applicable),
- keep in regular touch with the supervisor who should be reasonably available for consultation.

In developing the relationship there are two areas that must be considered: the academic relationship and the personal relationship. These inevitably intersect with each other but it is useful to first distinguish between each one separately.

4.3. The Academic Relationship

The academic relationship between supervisor and supervisee is unique. Assessing supervisee needs in the early stages is essential. Many supervisors do this intuitively, yet a more systematic approach can be very useful. Knowing the knowledge and skills supervisee has at the outset and the areas where s/he needs to develop serves as the beginning of an action plan. The supervisor needs to know:

- what knowledge and skills your student brings to the project;
- the areas s/he needs support; and,
- how s/he is likely to approach the project.

Supervisee self-assessment is an effective way to initially begin to assess where the supervisee is starting from and to develop an action plan.

4.4. The Personal Relationship

Not only is it important to establish the academic relationship, it is also necessary to consider and establish some level of a personal relationship. The relationship between supervisor and supervisee is not only more personal than other academic endeavours but in this instance it is also long-term. The progress of a supervisee is greatly impacted by the nature of the relationship that develops.

Often supervisors question how personal a supervisory relationship should be. Based on the dynamic between supervisor and mentor the degree of the personal relationship and commitment can vary enormously. Finding that mutually comfortable level of personal commitment, based on supervisor personality, goals, and self-interest, and that of supervisee is critical.

The inherent power imbalance adds complexity to the process of developing a relationship. The challenge is in striking the balance that is right for each individual supervisory relationship. The key is in discussing with the supervisee early in the relationship what each is comfortable with on a personal level. An awareness of the power complexities in the supervisory relationship and the ability to successfully negotiate these dynamics is crucial. The best way to handle a problem is to identify it while it is small and manageable, and to collaborate on finding a mutually agreed upon solution. It is also important to consider that these discussions will likely need to be revisited a number of times over the course of the candidacy as the relationship develops and changes.



In a practical sense how does one show an appropriate level of concern and personal interest in a supervisee? The following is a list of suggestions that may guide supervisor in developing a caring, supportive relationship with a supervisee:

- be cognizant of the interaction between the personal and the academic,
- if an issue arises try to determine if it is a personal problem that is affecting their work,
- if you are interested and approachable let your supervisee know early on that you are available to listen sympathetically if s/he wants to discuss a personal issue,
- be supportive and a sympathetic listener but maintain an appropriate detachment,
- be flexible in your requirements of a supervisee in times of personal stress. (This requires supervisor to determine whether it is a pseudo-crisis to evade their work or a genuine personal crisis),
- consider what your limits are and recognize what you think you can and should do, and,
- if there is a serious problem that requires an expert, know where to refer the supervisee.

4.5. Negotiating Shared Expectations

Clear and frequent communication is considered a key element of successful supervision. Identifying and negotiating expectations early on in the relationship creates a sound foundation on which supervisor can build that relationship over time.

Due to the inherent differences in power and authority between supervisor and supervisee it is advised that the supervisor should be the one to initiate conversations about expectations. It is essential to be open and frank about mutual expectations and needs in the relationship. These can be challenging conversations to have but openness and clarification in the early discussions will establish the basis for ongoing communication and may prevent events of frustration for both of two parties. Being frank at the beginning of the project sets the stage for a successful, long-term relationship. Things that are considered as obvious may not be so obvious to the supervisee.

Areas that the supervisor may want to consider clarifying and negotiating expectations with the supervisee include:

- the extent and level of direction is given to the supervisee,
- the level of independence is expected of the supervisee,
- preparation for, frequency and the manner in which consultation will occur and the feedback that will be given,
- frequency of submission and drafts of written work, and progress reports,
- supervisor's role in editing supervisee's work; and,
- the manner in which differences in ideology or opinion will be managed.

4.6. Approached to Work

The supervisory approach also depends on supervisor's own preferred approach to work and that of each individual supervisee. Finding a satisfactory balance that works for both will be different in each supervisory relationship. Discussing with the supervisee how they will work, both separately and together, is a useful exercise. The supervisor explaining first how h/she like to work with the supervisee will open the dialogue to determine differences and similarities in order to reach a compromise. Issues that may be important to discuss might include the following issues:

- The best time of day to meet: when do they both work best?
- Scheduling meetings: how often? who will do the scheduling? how will meetings be scheduled? what is the process to confirm, reschedule or cancel?



- The agenda: who will decide the agenda; when will it be set?
- Keeping in touch: how often should the supervisee check in?
- Draft material: how often does the supervisor expect to review written material?
- Written feedback: when can the supervisor expect to have material read and returned with comments?

5. Supervision Structure

The Project's supervision model of mentors deals with three main functions:

- **Educative/ Formative**, which develops the skills, understanding and abilities of the supervisees (i.e. the mentors), by encouraging reflection on their work.
- **Supportive/ Restorative**, which concentrates on allowing the supervisee time to become aware of how the impact of the work they are involved in is affecting them to deal with these reactions and emotions.
- **Managerial/ Normative**, which in reality is the quality assurance aspect of supervision, the supervisor helps the supervisee to consider their work, identify their blind spots and work within ethical standards.

Taking into consideration the characteristics of the mentorship program that it takes place in this project, supervision program is consisted of a mix of individual and group supervision.

Specifically, it is based on a supervision scheme run by two supervisors, who will conduct, indicatively:

- regular weekly "check – in" contacts by e-mail or/ and telephone calls, inquiring about the progress of the mentorship program, urgent issues they may encounter and ways of dealing with them, successes to take advantage, etc,
- regular individual supervision meetings in a monthly basis (2 – 3 sessions), lasting between 2 – 3 hours each,
- monthly group supervision meetings, i.e. 1-day workshop, attended by all mentors.

Such meetings will provide an opportunity for mentors to discuss concerns, to gain further knowledge or skills and network generally with other mentors on the project and beyond that.

The frequency of the meetings will be decided with the mentors upon the supervision scheme formation.

The Supervisor mentor should maintain a strict log of supervision mentoring, and review the mentor's log of mentoring that the mentor is providing to mentees. A sample of a supervision log is provided in Appendix 2: Supervision Log.

Supervision of mentorship is expected to have the following characteristics:

- It must include no more than five mentors at the same time, in case of Mentors Focus Groups.
- In case of individual supervision sessions, it must include no more than two mentors at the same time, usually in period of one hour each.

Work supervised is to be conducted in appropriate professional settings with adequate facilities. The Supervisor mentor must be available to the mentor in emergency situations or arrange in advance to provide emergency consultation if needed.

The Supervisor mentor must evaluate and provide regular feedback to the supervisor candidate about progress, strengths, and areas in which professional development are needed. It is recommended that



after half of the period of supervision mentoring has been received, the Supervisor conduct a mid-term evaluation. Some suggestions for the evaluation are included in the Annex section (Appendixes 5, 6, 7).

Supervisors and mentors must have a clear understanding about the responsibility for evaluations and reports as well as specific details about how they will be shared.

The evaluation and feedback process should be ongoing.

If, at any time, concerns develop between an Approved Supervisor mentor and a supervisor candidate about their relationship, or the competence or behavior of either, the matter should be documented and discussed between the two.

If the discussion does not lead to a mutually agreeable plan and all other means of resolving the matter have been exhausted (grievance procedures at the institution or agency, for example), the Supervisor mentor and mentor may consider consulting with the Project Manager. If the matter still cannot be resolved, the Supervisor and/or mentor should consult with the AAMFT supervision staff before proceeding with further sessions.

Supervisors do not disclose supervisee confidences except in limited circumstances as should described in a supervision agreement (Appendix 3: "Supervision Agreement").

With regards to the "Supervision Agreement" between supervisor and supervisee, it should contain:

- Goals for supervision.
- Expected outcomes of supervision.
- Mutual obligations in the supervision process.
- Structure of supervision.
- Evaluation processes.
- Limits of confidentiality.
- Ethical issues.
- Content of supervision.

Supervisors should regularly and routinely evaluate the progress of the supervisees, and share those evaluations with the supervisee. The following are some issues the Supervisors should consider in the evaluations.

At the initiation of a supervisory relationship

- **Education background and relevant experience.** In what regular activities (readings, conferences etc.) does the supervisee engage to stay current on developments in the field of mentoring?
- **Practice settings** - where does the supervisee see clients? What are the characteristics of the client population the supervisee serves?
- **Previous supervision**—what does the supervisee expect from supervision, what supervision techniques have they found to be particularly helpful?
- **Theoretical orientation**—does the supervisee practice primarily from a particular theory, and does she/he desire to develop knowledge and skills in a particular theory?

Throughout the supervisory relationship:

- Are the goals defined in the "Supervision Agreement" being met?
- Is the supervisee presenting sufficient case information to the Supervisor, and in an acceptable format?
- Does the supervisee use regularly the Mentoring Competency Assessment (MCA) for self-reflection? Does he/she provide feedback?



- Are both the Supervisor and the supervisee pleased with the process of supervision?
- What, if any, supervision records or logs need to be documented and are those records being kept?
- Have ethical or legal concerns emerged in supervision?
- Is the supervisee sufficiently aware of contextual issues (race, gender, sexual orientation, socio-economics, etc.) that emerge in the mentorship process and/or supervisory relationships?
- Does the supervisee know and incorporate additional mentoring methods and techniques into her/his practice?
- Has the Supervisor identified issues around which the supervisee should receive additional training? If so, how will these be addressed?
- Are any changes to the “Supervision Agreement” needed?

At the end of a term specified in the supervision agreement:

- Have the original goals for supervision been met?
- How has the supervisee’s skill and knowledge changed during the supervision?
- Ensure that the supervision that was provided is well documented, in case the supervisee needs to provide verification of the supervision at a future date.
- Would the supervisee benefit from working with a different supervisor? If so, how will that supervisor be identified?
- If the supervisory relationship is terminating, discuss how the supervisee will receive further supervision or support as needed in the future.

6. Managing the Supervisory Relationship

Good supervision, like many human undertakings, is both a science and an art. In addition to the content reflected in the “Supervision Agreement” with supervisees, there are pedagogical strategies - skills and techniques - which can be brought to bear by the supervisor. Reflecting on the practice of supervision, documentation, feedback, and problem solving rank high on the list of these skills.

6.1. Reflecting on Practice

Supervision needs to be structured, contracted, monitored, and evaluated in an ongoing manner. Like all good practice, reflection on progression is important for all of the participants.

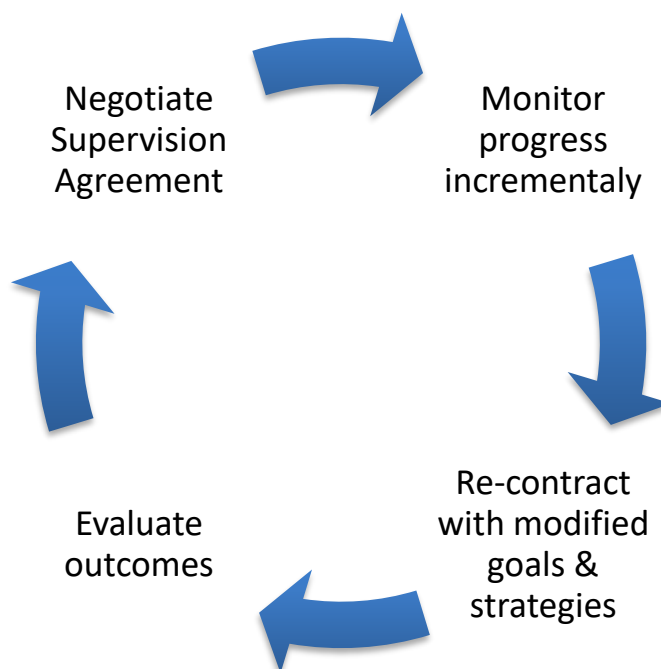


Figure 1: Progression of Supervision

It should be part of every “Supervision Agreement” between a supervisor and a supervisee to review progress on a regular basis and to agree upon the points at which the contract itself will be adjusted to reflect the supervisee’s progress. The agreement to review progress can become the driver as the supervisory move forward; getting “stuck in the loop”, reviewing and re-shaping in the absence of changing the “Supervision Agreement”, can leave the supervisor and supervisee stuck “spinning their wheels”. One part of the “art of supervision” is in knowing when to push for change and when to leave the supervisee to find a way forward; in either circumstance, the challenge required is to ensure that progress is occurring. The addition of timeframes to the contract can help the supervisor to determine if time-linked goals are being met and determine whether genuine progress is being made. One approach is to monitor skill development.

6.2. Documentation

Misunderstandings, missed deadlines, missed meetings, unnecessary wheel spinning, and a real sense of both frustration and helplessness on the part of both supervisor and supervisee can be avoided if progress is consistently documented.

The advantages of structured documentation (a.k.a. forms) for supervision activities is that expectations are made clear, deadlines are written down, decisions and commitments are recorded, and all of this is available for review by supervisors, supervisees, and Project staff. Documentation, in whatever form, requires some up front time commitment to prepare but it will avoid hours of unproductive and frustrating disagreement and even appeal processes. In Appendix 4 (Meeting Documentation Form) is provided a basic sample sheet that would allow both supervisors and supervisees to record decisions made in supervisory meetings. It could provide a historic record of the progression of the supervisee’s project and be used as a tool for reviewing this progress, avoiding the repetition of mistakes, and reinforcing strategies which have been particularly successful. In the moments when progress seems elusive, this documentation is also a good source of reassurance for both supervisor and supervisee that change is occurring in a positive way. It may also serve as a reality check which identifies a pattern of non-productive busy work.



6.3. Feedback

One of the major techniques used in supervision is feedback. Feedback is, by definition, “the process in which part of the output of a system is returned to its input in order to regulate its further output” ([http:// wordnetweb.princeton.edu/perl/](http://wordnetweb.princeton.edu/perl/)). Feedback is a circular process which requires that both the supervisor and the supervisee give and receive information. Educational psychologist, Benjamin Bloom (1971) described two types of feedback – formative and summative. The purpose of formative assessment for the supervisor is to design instruction with the purpose of providing crucial feedback. The purpose of formative feedback for the supervisee is to learn, reflect and improve. Summative feedback is the assessment at the end of the supervisory relationship, i.e. the mentorship project.

Feedback about the task includes information about errors, the depth or quality of the work, the need for more information, and the format of materials presented. In contrast, feedback about the process provides information about the approach to the task, and about possible alternative strategies. Feedback about self-regulation is effective if it enhances the self-efficacy of the supervisee as a learner.

For the supervisor, the intention of formative feedback is to critically evaluate the supervisee’s work in relation to their supervisory relationship goals and to make observations about the supervisee’s learning progress, supporting improvement in their work. Finally, it is to develop supervisee’s self-efficacy. For the supervisee, feedback should describe the progress that has or has not been made toward the mutually agreed upon learning goals. Supervisees have no obligation to increase the self-efficacy of the supervisor. They do have an obligation to describe the ways in which the supervisor is being helpful or not helpful to the supervisee in achieving the supervisee’s goal. This constitutes the feedback from the supervisee to the supervisor.

Feedback can be both oral and written, and can take on a number of forms – formal meetings, email, telephone (see below). This is an individual decision based on the circumstances (e.g. distance) and the relationship that has developed.

Feedback is a powerful tool for a supervisor. Part of what keeps supervisees motivated is critical, yet supportive feedback from their supervisor. Good practice suggests that feedback not give an answer, but nudge, and incite in the supervisee a sense of direction and enthusiasm for further exploration. Supervisee may be sensitive about their developing work and react adversely to negatively presented feedback that does not clearly identify problem areas and offer suggestions for improvement.

Critical, objective feedback whether formative or summative, should be presented in a generalized and positive tone. Negatively presented feedback only serves to demoralize, deflate confidence and leaves supervisees unsure as to their next steps.

6.4. Self-Assessment

Apart from the assessment of mentors’ progress conducted by the supervisors, tools for an inadequate assessment of mentor’s own progress will be used as well (Appendix 5 & 6). Tracking their progress can help mentors see what they have accomplished. This can help their self- confidence and also provide a basis for their discussions with supervisors.

Mapping their progress should always look forward and backward. Each time, before meeting with their supervisors, they should look back to what they have accomplished in the past one or two weeks and then think forward to plan what they would like to accomplish in the upcoming weeks. Each week mentors should be updating both the forward and backward view. The point is not to exactly predict the future or exactly follow a list of work tasks. These are points in time for mentors to reassess where they are progressing and also to provide a good basis for a discussion with their supervisor on the work to be done.



That should be written in a document. It can be a document with ongoing revisions or a new document for each week. As mentors document their accomplishments, they are simultaneously developing a base of information for presentations and reports.

When planning future work, mentors should be sure to write down each task and what goals or objective the task serves. This can be very helpful when looking back at the work that has been completed.

The act of mapping out their progress and plans will help mentors to organize their thoughts. Furthermore, these documents that can keep for themselves as a reference for future work.



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The Supervision Methodology – Toolkit was developed by adapting material from the following sources:

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Appendix 1

Exploring Expectations of Supervisor and Supervisee

Read each of the statements below and then estimate your position in each. For example, with statement 1, if you believe very strongly that it is the supervisor’s responsibility to select a good topic you should put a ring around ‘1’. If you think that both the supervisor and supervisee should equally be involved you put a ring around ‘3’ and if you think it is definitely the supervisee’s responsibility to select a topic, put a ring around ‘5’.

You might find it useful to use this as a stimulus for discussion during one of the initial supervision meetings. If both the supervisor and supervisee complete their own form it can serve as a catalyst for negotiation. This form may also be useful for renegotiating the relationship throughout the supervision.

Name of Supervisor	
Name of Supervisee	

1	It is the supervisor’s responsibility to select a topic	1 2 3 4 5	The supervisees is responsible for selecting their own topic
2	It is the supervisor who decides which theoretical framework or methodology is most appropriate	1 2 3 4 5	The supervisee should decide which theoretical framework or methodology they wish to use
3	The supervisor should develop an appropriate action plan and time-table for the supervisee	1 2 3 4 5	The supervisor should leave the development of the action plan to the supervisee
4	The supervisor is responsible for ensuring that the supervisee is referred to the appropriate services and facilities	1 2 3 4 5	It is the supervisee’s responsibility to ensure that they have located and accessed all the relevant services and facilities for implementing the action plan
5	A warm, supportive relationship between supervisor and supervisee is important for successful supervision	1 2 3 4 5	A personal, supportive relationship is inadvisable because it may obstruct objectivity for both supervisee and supervisor during the supervision
6	The supervisor should insist on regular meetings with the supervisee	1 2 3 4 5	The supervisees should decide when they want to meet with the supervisor
7	The supervisor should check regularly that the supervisee is working consistently and on task	1 2 3 4 5	The supervisee should work independently and not have to account for how and where time is spent



8	The supervisor is responsible for providing emotional support and encouragement to the supervisee	1 2 3 4 5	Personal counselling and support are not the responsibility of the supervisor - supervisee should look elsewhere
9	The supervisor should insist on seeing all drafts of work to ensure that the supervisee is on the right track	1 2 3 4 5	The graduate student should submit drafts of work only when they want criticism from the supervisor
10	The supervisor should assist in the writing of supervisee	1 2 3 4 5	The writing should only ever be the supervisee's own work
11	The supervisor is responsible for decisions regarding the standards of the action plan	1 2 3 4 5	The supervisee is responsible for decisions concerning the standard of the action plan



Appendix 2 | **Supervision Log**

Name of Supervisor | _____

Indicate the date, the number of hours (quarter-hours), "I" if was an Individual supervision, or "G" if it was Group supervision, the issues discussed and actions decided.

Date (mm/dd/yyyy)	Hours	Ind./ Group	Issues Discussed	Actions Decided
			▪ ... ▪ ...	▪ ... ▪ ...
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪
			▪	▪



Appendix 3

Supervision Agreement

This is an agreement between:

Name	
Supervisor	
Supervisee	

The purpose of supervision is to: (e.g. meet requirements for Project’s mentorship program)

Effective Dates: _____

Frequency of Meetings: _____

Duration of supervision session: _____

Type of Supervision: _____ Group, _____ Individual, _____ combination of both

Supervisor’s definition of supervision: (clearly provide your definition to promote shared meaning)

1 Purpose,, Goals and Objectives of Supervision

- 1.1 To fulfil requirements for Project’s mentorship program
- 1.2 To promote development of supervisee’s professional identity and competence
- 1.3 To (Other) **AS AGREED UPON BY SUPERVISOR AND SUPERVISEE**

2 Context And Content Of Supervision

- 2.1 The content of supervision will focus on the acquisition of knowledge, conceptualization, and skills within the defined scope of practice.
- 2.2 The context will ensure understanding of ethics, codes, rules, regulations, standards, guidelines (including consent, confidentiality/ privacy), and all relevant legislation.

3 A supervisory record form will be used to document impressions of each supervisory session. Feedback will be provided at the close of each session. Supervision notes may be shared with supervisee.



4 Rights and Responsibilities of both parties

4.1 Supervisor Rights

- 4.1.1 To bring concerns/issues about Supervisee's work
- 4.1.2 To question Supervisee about his/her work and workload
- 4.1.3 To give Supervisee constructive feedback on his/her work performance
- 4.1.4 To observe Supervisee's practice and to initiate supportive / corrective action as required.

4.2 Supervisor Responsibilities

- 4.2.1 To uphold ethical guidelines and professional standards
- 4.2.2 To make sure supervision sessions happen as agreed and to keep a record of the meeting.
- 4.2.3 To create a supervision file containing supervision records and other related documents
- 4.2.4 To ensure that Supervisee is clear about his/her role and responsibilities
- 4.2.5 To monitor Supervisee's performance
- 4.2.6 To set standards and assess the Supervisee against these
- 4.2.7 To know what Supervisee is doing and how it is being done
- 4.2.8 To deal with problems as they impact on the Supervisee's performance
- 4.2.9 To support supervisee and the agreed action plan

4.3 Supervisee Rights

- 4.3.1 To uninterrupted time in a private venue
- 4.3.2 To Supervisor's attention, ideas and guidance
- 4.3.3 To receive feedback
- 4.3.4 To set part of the agenda
- 4.3.5 To ask questions
- 4.3.6 To expect Supervisor to carry out agreed action or provide an appropriate explanation, within an agreed time frame
- 4.3.7 To have his/her development needs met
- 4.3.8 To challenge ideas and guidance in a constructive way



4.4 Supervisee Responsibilities

- 4.4.1 To uphold ethical guidelines and professional standards
- 4.4.2 To be prepared to discuss client cases with the aid of written case notes and / or other material
- 4.4.3 To validate diagnoses, interventions, approaches and techniques used
- 4.4.4 To be open to change and use alternate methods of practice if required
- 4.4.5 To consult supervisor or designated contact person in cases of emergency
- 4.4.6 Implement supervisor directives in subsequent sessions

5 Procedural Consideration

- 5.1 Supervisee's written cases notes (plus diagnoses and action plans) and other material may be reviewed in each session;
- 5.2 Issues relating to supervisee's professional development will be discussed
- 5.3 Sessions will be used to discuss issues of conflict and failure of either party to abide by the guidelines outlined in this agreement. If concerns of either party are not resolved in supervision, **(NAME OF ALTERNATE PERSON TO WHOM TO MAKE GRIEVANCE TO)** will be consulted

This agreement is subject to revision at any time, upon the request of either the supervisee or the supervisor. A formal review, however, will be conducted every two months and revisions to the contract will be made only with consent of the supervisee and approval of supervisor.

We agree, to the best of our ability, to uphold the guidelines specified in this supervision agreement and to manage the supervisory relationship and supervisory process according to the ethical principles of their profession.

Supervisor

Supervisee

This agreement is in effect from: **(DATE)** _____

Date of revision or termination: **(DATE)** _____



Appendix 4

Meeting Documentation Form

		Supervisee Follow-Up	
		Supervisor Follow-Up	
		Focus	
Name:	Project:	Date	

**Appendix 5****Mentoring Competency Assessment (MCA)¹ - Mentor**

This is intended for self-reflection. Please rate how skilled you feel you are in each of the following areas. Think about your skill generally, with all your mentees. Please only choose “not applicable” (NA) when a skill cannot be applied to any of your mentees.

	Not at all skilled		Moderately skilled			Extremely skilled			N/A
	1	2	3	4	5	6	7		
1 Active listening									
2 Providing constructive feedback									
3 Establishing a relationship based on trust									
4 Identifying and accommodating different communication styles									
5 Employing strategies to improve communication with mentees									
6 Coordinating effectively with your mentees' other mentors									
7 Working with mentees to set clear expectations of the mentoring relationship									
8 Aligning your expectations with your mentees'									
9 Considering how personal and professional differences may impact expectations									
10 Working with mentees to set goals									

¹ The **Mentoring Competency Assessment (MCA)** is a validated tool designed by the University of Wisconsin-Madison and has been adapted to the project's needs. For more information, visit: <https://mentoringresources.ictr.wisc.edu/EvalTemplates>



	Not at all skilled		Moderately skilled			Extremely skilled		
	1	2	3	4	5	6	7	N/A
11	Helping mentees develop strategies to meet goals							
12	Accurately estimating your mentees' level of capacity							
13	Employing strategies to enhance your mentees' knowledge and abilities							
14	Motivating your mentees							
15	Building mentees' confidence							
16	Stimulating your mentees' creativity							
17	Acknowledging your mentees' professional contributions							
18	Negotiating a path to professional independence with your mentees							
19	Taking into account the biases and prejudices you bring to the mentor/mentee relationship							
20	Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.)							
21	Helping your mentees network effectively							
22	Helping your mentees set career goals							
23	Helping your mentees balance work with their personal life							



		Not at all skilled		Moderately skilled			Extremely skilled		
		1	2	3	4	5	6	7	N/A
24	Understanding your impact as a role model								
25	Helping your mentees acquire resources (e.g. financial support, etc.)								



Appendix 6

Mentoring Competency Assessment (MCA)² - Mentee

This is intended for self-reflection. Please rate how skilled you feel your mentor is in each of the following areas. We understand that you can only speak from your personal experience. Please try to rate a skill whenever possible, reserving the “not observed” category for cases where you have no basis for assessment.

	Not at all		Moderately			Extremely		Not observed
	1	2	3	4	5	6	7	N/A
1 Active listening								
2 Providing you constructive feedback								
3 Establishing a relationship based on trust with you								
4 Identifying and accommodating different communication styles								
5 Employing strategies to improve communication with you								
6 Coordinating effectively with other mentors with whom you work								
7 Working with you to set clear expectations of the mentoring relationship								
8 Aligning his/her expectations with your own								
9 Considering how personal and professional differences may impact expectations								

² The **Mentoring Competency Assessment (MCA)** is a validated tool designed by the University of Wisconsin-Madison and has been adapted to the project’s needs. For more information, visit: <https://mentoringresources.ictr.wisc.edu/EvalTemplates>



	Not at all		Moderately			Extremely		Not observed
	1	2	3	4	5	6	7	N/A
10 Working with you to set goals								
11 Helping you to develop strategies to meet goals								
12 Accurately estimating your level of capacity								
13 Employing strategies to enhance your understanding of professional needs								
14 Motivating you								
15 Building your confidence								
16 Stimulating your creativity								
17 Acknowledging your professional contributions								
18 Negotiating a path to professional independence with you								
19 Taking into account the biases and prejudices s/he brings to your mentor/mentee relationship								
20 Working effectively with mentees whose personal background is different from his/her own (age, race, gender, class, region, culture, religion, family composition etc.)								
21 Helping you network effectively								
22 Helping you set career goals								



		Not at all		Moderately			Extremely	Not observed	
		1	2	3	4	5	6	7	N/A
23	Helping you balance work with their personal life								
24	Understanding his/her impact as a role model								
25	Helping you acquire resources (e.g. financial support, etc.)								

**Appendix 7****Personalized Mentoring Support - Evaluation Questionnaire**

Please evaluate the mentoring support that you have received during the project's implementation, by scoring the components of each category from 1 to 5 (where 1-low, 5-high level).

Name of Mentee	
Name of Mentor	
Mentor Roles	

A. General Satisfaction					
Rating Scale	1	2	3	4	5
General satisfaction					
Usefulness of the given directions					
Quality of counseling					
Organization of counseling					
Competency of mentor					
B. Content					
Rating Scale	1	2	3	4	5
Completeness of covering my individual needs					
Provision of new directions and methods of dealing with my needs					
Response of content to my expectations					
B. Administration & Organization					
Rating Scale	1	2	3	4	5
Adequacy of supporting material					
Willingness/ readiness of staff					



General organization					
C. Mentor's Evaluation					
Intellectual Growth & Development					
Rating Scale	1	2	3	4	5
Helps me develop my capacity for theoretical reasoning and data interpretation					
Helps me to be critical and objective concerning my own results and ideas					
Provides constructive feedback on my assigned tasks					
Provides thoughtful advice on my action plan progress and results					
Professional Career Development					
Rating Scale	1	2	3	4	5
Provides counseling for important professional decisions and navigating barriers to success					
Helps me to envision a career plan					
Provides training in the skills needed					
Provides advice on my action plan and professional goals					
Ensures that I am firmly grounded in rules regarding ethical behavior and responsibility					
Helps me to work effectively with other individuals					
Helps me to develop good negotiating skills					
Provides constructive feedback on my presentation and writing skills					
Personal Communication					
Rating Scale	1	2	3	4	5
Listening carefully to my concerns					
Routinely monitors my progress and reviews proposed timelines and milestones with me					
Provides timely feedback					



Helps me to clarify my responsibilities such as contributing to team effort, working diligently and responding to criticism					
Is appropriately accessible to me					
Illustrates active teamwork and collaboration					
Effective use of available time					

Please answer to the following questions with free text.

Which topics that were covered under the mentoring process had more interest to you according to your needs
Which topics that were covered under the mentoring process had less interest to you according to your needs
Suggest a topic that it would be useful but not covered through the program of the seminar
Indicate the main benefits gained through mentoring program
Other comments to improve mentoring program