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REPORT: SUPERVISION FOR STAFF OF FCF | REACT PARTNER ORGANIZATIONS

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Background and Purpose of the Project

This consultancy project has been funded and supported by Family Care First (FCF) | REACT. FCF | REACT, led by the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY), is a network of organizations, financially supported by the European Union, USAID, the GHR Foundation, Save the Children Hong Kong and UNICEF. The network has 60 member organizations, including UN agencies, academic institutions and local and international NGOs, who are working to prevent children from being separated from their families and increase the number of children that are safely and successfully integrated into family care. This is achieved by strengthening systems and policies and working directly to provide services to children and families.

The purpose of this research project is to learn the current landscape of supervision practices within the FCF | REACT network organizations in context of their capacity, supervisory needs, achievements and challenges. In addition, consistent with the aim of mainstreaming supervision throughout the network and further in the social service sector in Cambodia, the research explores practitioners and key informants' views on the recommended steps toward national standards for supervision and how they may be enforced.[1]

FCF funded the Clinical Action Research Project in 2018, involving 17 participants who received training on strategies for managing job-related stress and emotions. From 2018, FCF | REACT launched a series of 3-day supervision training, reaching over 150 participants as of mid-March, 2020. The content of the training covers the effects of primary and secondary trauma, and strategies for managing emotions, transference, and projection among other psychodynamics. In addition, several documents have been developed by the FCF | REACT technical team, such as a sample of supervision policy, supervision record template, and sample of supervision agreement. So far, 8 FCF | REACT partner organizations have adapted a supervision policy.

To place this research in the larger national context, Cambodia is at a critical juncture in developing its social service workforce. In the past decade there have been strong indicators that leadership for social services is transitioning from being mainly embedded in civil society and traditional community structures to centralized government institutions under the leadership of the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY). From various policies (including the recently launched *Guidelines on Basic*

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[1] It should be noted that the original title of "Consultancy on FCF | REACT Clinical Supervision for Staff of Partner Organizations" was modified when agreement was reached between Save the Children and the consultant to cover the broader spectrum of supervision. This was partly in recognition that supervision has many functions that are often co-present and overlap, and that balancing the various functions of supervision is an important goal.

Competencies for Social Workforce), the establishment of the National Institute on Social Affairs (NISA) to train social service workers, and other initiatives to strengthen the workforce, the momentum is building. Another indicator is its recent announcement that MoSVY will accelerate its efforts to recruit professionals with degrees in social workers to work within MoSVY, and work toward a system of certification and licensure for the social service workforce.

Executive Summary and Recommendations

I.   BACKGROUND

For the past two years the FCF | REACT network, facilitated by Save the Children, has been promoting supervision as an essential best practice method in the social services sector, particularly with agencies engaging in case management services. Following the 2018 Action Research on Clinical Supervision, it began a program of supervision training within their network, having trained over 150 supervisors as of the writing of this report. The purpose of this research project was to learn the current landscape of supervision practices within the FCF | REACT network organizations in context of their capacity, supervisory needs, achievements and challenges. In addition, consistent with the aim of mainstreaming supervision throughout Cambodia, the research explores practitioners' and key informants' views on the recommended steps toward mainstreaming supervision within their network and promoting national standards.

Following an extensive literature review, the project was designed in collaboration between the lead consultant and Save the Children. The project used a mixed method, to derive qualitative as well as quantitative information. Three main research approaches were used: individual written surveys, focus group discussions, and key informant interviews. A total of 59 practitioners (30 supervisors and 29 supervisees) from Phnom Penh, Kandal, Siem Reap, Battambang, and Sihanoukville participated in the research project, with data collection taking place between January 21 and February 6, 2020. Eleven key informants with national reputations and social service expertise were also interviewed. Quantitative data were analyzed by STATA software, and qualitative data were analyzed by thematic coding and analysis. The findings between the three different data groups (surveys, focus groups, and key informant interviews) have been synthesized in the body of the report by thematic threads for ease of flow and to minimize redundancy.

II.   RESEARCH QUESTIONS

The Research Questions this project sought to answer were:

1. What are the characteristics of the supervisors and supervisees within the FCF | REACT network that are relevant to supervision?

2. How is supervision being utilized among FCF | REACT partner organizations?

3. What are the supervision strengths and needs of FCF | REACT partner organizations' frontline staff?

4. What are the strengths and needs of current FCF | REACT partner organizations' supervisors?

5. What are the major achievements and challenges in supervision among the FCF | REACT partner organizations?

6. What are some essential steps to be taken before Cambodia can achieve a national standard in supervision for all social service staff?

7. How will national standards for supervision be enforced, assuming it can be achieved?

III.   KEY FINDINGS

Based on the data collected from all three methods, findings are reported in detail in the body of this report. Here, the major findings can be summarized as follows:

➢ Social service supervision is in its infancy in Cambodia and within the FCF | REACT network, and its definitions, purposes, functions, benefits and limitations are just beginning to be understood.

➢ There is a strong sentiment that frontline workers in the social sector are dedicated, committed to their clients, and work with difficult cases under intense time and resource constraints, often leading to stress and secondary trauma. This highlights the need for effective supervision.

➢ Within the FCF | REACT network, there was a unanimous agreement that supervision is a positive practice and should be mainstreamed throughout their network and the nation.

➢ Most FCF | REACT agencies are engaged in some form of supervision, but the frequency, regularity, session lengths, and functions of supervision varied.

➢ The initial response to the FCF | REACT supervision training has been very positive, with the majority of supervisors and supervisees agreeing that it has helped them understand and implement supervision. This response is fostering a positive attitude toward mainstreaming supervision throughout the FCF | REACT network and with all social service workforce in Cambodia.

➢ Despite this positive attitude, there seems to be a wide range of supervision capacity, expertise, and styles among FCF | REACT supervisors. Given Cambodia's extensive array of social problems and the shortage of trained social service workforce, there is a fundamental challenge of qualified personnel within the network.

- The shortage of professional social service workers has a large impact in Cambodia and in the FCF | REACT network, since only 27.6% of the supervisors and 39.2% of the supervisees were trained in social sciences (social work or psychology). Notably, 43.3% of the supervisors were trained in business or management, and this explains why so many supervisors and supervisees asked for more technical training. When supervisors with relatively limited social work expertise are trying to supervise frontline workers who are similarly lacking training in social services (two-thirds of whom lack formal social service training), a wide range of problems can be anticipated. For one, there is seemingly an expectation that supervision should be filling the wide technical gap, and this is generally unrealistic given the current workforce configurations.[2]

- Findings suggest that even some of those who have been trained should be followed up with additional training, observation, feedback, and practice. This may be a reflection of the educational and training background of many of the supervisors and supervisees. Those who do not have the knowledge and skills related to social service are likely less able to absorb and internalize the training in 3 short days.

- Another major challenge is that either there is no supervision policy at agencies, or they are not followed faithfully due to high caseloads and/or prioritization of administrative demands. Supervision is generally not viewed as a quality assurance mechanism or a mandatory requirement of an agency's responsibilities.

- Supervisors and supervisees have different ideas of supervision, and there is indication that joint or separate training for supervisees would be helpful to facilitate the same understanding of the purposes, roles, and procedures of supervision.

- There is wide agreement that the FCF | REACT network should mainstream supervision and then serve as part of the leadership in mainstreaming supervision at the national level. There is no doubt that within the network there are some of the best trained and capable supervisors, and this is a vision worth holding onto and carrying out in the future.

- National level experts in government, civil society and academia agreed that the supervision initiative begun by FCF | REACT has been a significant catalyst for the mainstreaming of supervision within the social service sector in Cambodia,

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[2] Narrowing technical gaps through supervision is realistic only when both the supervisor and supervisee are trained in social service disciplines with basic competencies in the values, knowledge and skills attendant to those professions and supervisors have greater competencies than supervisees in their agency's specific field or work. For example, social workers could never supervise accountants, but the reverse is happening in many of the FCF | REACT agencies.

including government and civil society agencies. However, it is only the tip of the iceberg with a long road ahead.

➢ There was extensive concern expressed by national experts about the lack of job descriptions and a system of supervision among the government social service sector. However, some plans are apparently afoot to collaborate with the FCF | REACT network to train the workforce.

➢ Once the social service supervision system is developed (with policy, structures, budgetary resources, monitoring tools, etc.), there will be a need for extensive training and long term strategy for filling civil servant posts with social work trained professionals for frontline work and for provision of supervision.

➢ Many experts linked supervision to transparency and accountability practices at the case and organizational levels. For example, it was recommended that supervision should be a required element of funding expectations and reports. Systems such as OSCaR and Primero are being used or under consideration to more efficiently track and facilitate supervision at the case level and to increase monitoring and evaluation.

➢ National supervision standards were discussed in focus groups and with key informants. While there was overwhelming agreement that such standards would be helpful, there was a sense that much study and consultations are necessary in drafting the standards, and they would need to undergo pilots and multiple revisions. In the absence of a critical mass of quality supervisors it may be prudent to first ensure that social work training is accelerated to produce trained social workers. In the meantime, a group of experts could begin to raise awareness and invite input from other stakeholders (such as the national association of professional social workers), keeping in mind it will be a multi-year effort.

➢ There was a strong agreement at both the FCF | REACT network level and at the national level, that supervision should be taught as part of the social work curriculum at universities, and that the process of mainstreaming should be led by government with the help of FCF | REACT leaders.

IV. RECOMMENDATIONS

Based on these findings and consideration of best practice models where they exist, the following are recommendations for the FCF | REACT network, and for the macro level of social service sector to consider regarding the promotion of social service supervision in Cambodia.

Recommendations for the FCF | REACT Network

> FCF | REACT organizations should complete their supervision policies and implement them as soon as possible. This policy should clearly spell out the definitions, roles, frequency, and procedures of supervision. The policy manual should also contain the forms and tools used in supervision, and there should be training at the agency level.

> Of critical importance is the regularity of supervision that line workers can rely on. Keeping supervision appointments should be a top priority, and not interfered with, except in cases of true emergency. Agencies should seek input from their line workers on their preferences on the various formats of supervision – one on one, group, peer, distance, etc. and evaluate the various methods on a trial basis before incorporating them.

> The FCF | REACT member organizations should review, and revise if necessary, their recruitment and promotion policies to gradually fill their positions with social service trained professionals to ensure basic competencies for supervisors and frontline workers.

> In the meantime, a two-tier system of supervisor training is recommended.
> - Those with social service training and experience could receive an initial 3-day supervision training with refresher courses each year.
> - Those from other disciplines should receive a 5-day training to include some basic theories on human motivation, problem solving skills, basic communication skills, case management principles and steps, basic dynamics of secondary trauma, self-care practices and effective responses to job-related stress. Another day could be spent on hands-on practice of the supervision skills, conducting supportive supervision, and identifying and making referrals for cases requiring technical expertise beyond their own, etc.
> - Supervisees should also receive at least a one-day training (one day of the 3 or 5 days could be for joint training, but since supervisor training is almost completed perhaps they can have their own).

> Keeping in mind adult learning methods,[3] all training should include not only lectures, audio-visual presentations and discussions, but also live or video demonstration of supervision with a difficult case. Further, training should also

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[3] See detailed explanation of the learning pyramid here: https://acrlog.org/2014/01/13/tales-of-the-undead-learning-theories-the-learning-pyramid/comment-page-1/

include role plays and reverse role plays[4] based on hypothetical dilemmas and problems that resemble the supervision realities. The forms, tools, and procedures should all be followed during training. In subsequent training those trained earlier should have opportunities to help train others.

➢ Even with the extended training for non-social service trained supervisors, network organizations should consider pairing a non-social work supervisor with an external supervisor who has technical expertise related to their agency's work.

➢ There should be follow-up mentoring and coaching available to less experienced supervisors on an 'as needed' basis. Perhaps this could be a role for some of the most senior social workers in the network. It may also be possible to conduct follow-up training and set up a web-based library of materials including links to resources outside of FCF | REACT.

➢ It is recommended that organizations take a rights-based approach to supervision for their staff. Agency and employees should enter into a contract that specifies the employee's right to supervision and spell out the terms of that right. This should also be a part of the agency's supervision policy. A minimum guideline is to offer a one-hour supervision session every other week (or weekly if possible) by a specific supervisor. The roles of the supervisor and supervisee should be clearly spelled out and adhered to.

➢ It is recommended that donors include supervision as a requirement in all Requests for Proposals (RFPs), contract extensions, and review documents.

➢ Network organizations are encouraged to document their supervision efforts and conduct periodic evaluations when possible. This evaluation could be simple, perhaps a list of items that staff members can mark their degree of satisfaction on a Likert scale,[5] followed by request for suggestions. These could then be discussed as a routine part of their organization's internal review process and input should be incorporated as appropriate.

➢ Finally, the FCF | REACT network should assist in raising awareness about supervision, collaborate with MoSVY and academia in the process of mainstreaming social service supervision in Cambodia. One way to do this is to provide excellent supervision to social work interns and to model correct supervision methods that will become a template for them as they move on with

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[4] This means that a person would play one role (e.g. supervisor) first, then they would play the other role.
[5] This is the most widely used psychometric scale that measures how people feel about the item they are responding to. It often provides a continuum from most favorable to least favorable. See Nemoto, T. & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds). *JALT2013 Conference Proceedings*. Tokyo: TALT. Available online at https://jalt-publications.org/sites/default/files/pdf-article/jalt2013_001.pdf

their careers. At a macro level, the network should advocate for a rapid expansion of social service training at universities and training institutions to raise the basic competencies of the social service workforce and enlarge the pool of effective supervisors.

Recommendations at Macro Level

1. The government should take a strong lead in providing supervision training to its social service workforce, through NISA and other in collaboration with other training programmes. This should also be in collaboration with civil society, to ensure that supervision practices follow minimum standards across sectors.

2. As part of strengthening the social service sector, government should rapidly expand the pool of social work trained professionals through scholarships and partnerships with the universities.

3. All social service sector, including government, should make their best efforts to hire those formally trained in social work (and related fields when appropriate). For the government there should be detailed job descriptions, a system of classification for social service workers, and a structure of advancements for the social service workforce.

4. Academia should review their training content on supervision and incorporate it as a significant portion of a practice course, if not as a stand-alone course. In placing students for field internships, there should be a clear set of expectations for supervision.

5. Supervision should be included in the social work Code of Ethics as a professional standard. The association of professional social workers should collaborate on discussing supervision standards and review.

6. A process of collaboration between government, civil society, private sector and communities should be facilitated to develop national supervision standards.

I. BRIEF INTRODUCTION TO SOCIAL SERVICE SUPERVISION

Abundant research evidence around the world suggests that supervision is an essential tool for quality assurance and the wellbeing of supervisees.[6] Not surprisingly, supervision has emerged in the past few decades globally as a critical component of professional development and enhancement of social service delivery (Bogo & McKnight, 2008;[7] Carpenter, et al., 2015[8]). Among the many available definitions of supervision, one that is used here is:

> … a forum for reflection and learning. … an interactive dialogue between at least two people, one of whom is a supervisor. This dialogue shapes a process of review, reflection, critique and replenishment for professional practitioners. Supervision is a professional activity in which practitioners are engaged throughout the duration of their careers regardless of experience or qualification. The participants are accountable to professional standards and defined competencies and to organisational policy and procedures (Davys and Beddoe, 2010, p. 21).[9]

Research has quite consistently shown the multiple benefits of supervision. For the individual practitioner, job-related stresses such as vicarious trauma and burnout can be reduced through effective supervision, and both job performance and longevity on the job are enhanced by good supervision. Furthermore, quality supervision can enhance the agency's overall performance and accountability, ultimately resulting in improved services to the clients (Carpenter, et al., 2015).[10] Stated differently:

> The overall aim of professional supervision should be to provide the best possible support to service users in accordance with the organisation's responsibilities and accountable professional standards. Organisations are likely to achieve this aim through workers who are skillful, knowledgeable, clear about their roles and [are] assisted in their practice by sound advice and emotional support from a supervisor with whom they have a good professional relationship (Carpenter, et al., 2015, p. 3).

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[6] Roby, J. and Global Social Service Alliance (2016). *The evidence base on the social service workforce: Current knowledge, gaps and future research direction.* Available online: http://www.socialserviceworkforce.org/resources/evidence-base-social-service-workforce-current-knowledge-gaps-and-future-research

[7] Bogo, M. & McKnight, K. (2006) 'Clinical supervision in social work: a review of the research literature', *The Clinical Supervisor 24* (1–2), 49–67.

[8] Carpenter, J., Webb, C., Bostock, L., & Coomber, C. (2015). *Effective supervision in social work and social care.* Research Briefing 43. Social Care Institute for Excellence, Bristol University: London. Accessed online at http://www.drugsandalcohol.ie/18661/1/SCIE_briefing43_Effective_supervision.pdf

[9] Davys, A. & Beddoe, L. (2010). *Best Practice in Professional Supervision: A Guide for the Helping Professions*, Jessica Kingsley, London.

[10] Carpenter, J., Webb, C., Bostock, L., & Coomber, C. (2015). *Effective supervision in social work and social care.* Research Briefing 43. Social Care Institute for Excellence, Bristol University: London. Accessed online at http://www.drugsandalcohol.ie/18661/1/SCIE_briefing43_Effective_supervision.pdf

The Main Functions of Social Service Supervision

How does supervision deliver benefits at so many levels? It is through the multiple functions that supervision can fulfill. Although various models of social work supervision have been proposed (Holloway, 1995;[11] Milne, 2008[12]), the classic model conceptualized by Kadushin (2002)[13] still serves as the widely accepted framework for supervision for most countries.[14] According to that model, supervision serves three main functions: 1) administrative, 2) educational, and 3) supportive. To this classic model, a fourth function, that of 4) mediation, has been added by some authors (Kolb, 1984;[15] Wonnacott, 2013[16]). In this project, we have chosen to use all four functions as the basis for our exploration.[17]

1) The first, the **administrative function**, is largely related to quality control over the supervisee's performance and to maintain accountability to the agency, the public, and to funding sources. Milne (2007)[18] calls this the 'normative' function, and others have called it the 'line' or '**management**' supervision. Attention is focused on the standards of practice within the organization including client outcomes, and within the profession. Administrative issues such as managing caseload and compliance with documentation or budgetary issues may be reviewed. Although research shows that supervisees are not eager to participate in this aspect of supervision, this is often a necessary component. Beyond the realm of the agency, compliance with larger mandates such as the law or professional ethics could also be discussed (AASW, 2014).[19]

2) The second, the **educational function** of supervision, is related to the provision of knowledge and skills that the supervisee needs in order to fulfill their roles competently. Milne calls this the 'formative' or '**development**' function referring to the process of maintaining and facilitating the supervisee's competence, capability and general effectiveness (p. 439). Attention is focused on exploring knowledge, theories, values and skills that can be applied to enhance the quality and outcomes

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[11] Holloway, E. (1995). *Clinical supervision: A systems approach*. Sage Publications. London.

[12] Milne, D. (2007). An empirical definition of clinical supervision. *British Journal of Clinical Psychology, 46*, 437-447.

[13] Kadushin, A. (2002). *Supervision in social work*. New York: Columbia University Press.

[14] For example, see the National Association of Social Workers (2013, USA). *Best practice standards in social work supervision*. Online at https://www.socialworkers.org/LinkClick.aspx?fileticket=GBrLbl4BuwI%3D&portalid=0

[15] Kolb, D.A. (1984). *Experiential learning*. Upper Saddle River, NJ: Prentice-Hall.

[16] Wonnacott, J. (2013). Supervision: A luxury or critical to good practice in times of austerity? *Proceedings of Bournemouth University National Centre for Post Qualifying Social Work Conference* (June, 2013).

[17] This is partly because the FCF | REACT training curriculum uses the four-function (aka 4x4x4) model. See Figure 1.

[18] Milne, D. (2007). An empirical definition of clinical supervision. *British Journal of Clinical Psychology, 46*, 437-447.

[19] Australian Association of Social Workers (AASW, 2014). Supervision Standards-2014. https://www.aasw.asn.au/document/item/6027

of the supervisee's practice. The application of the new knowledge, skills, or values is monitored over time for sustainable changes in the supervisee's capacity in service delivery.

3) Third, the **supportive function** of supervision deals with assisting the supervisee with job-related and personal stresses negatively impacting job performance and overall wellbeing. Milne calls this the 'restorative' function of supervision, and many authors have labeled this particular component of supervision as 'clinical' supervision. The NASW (USA) (2013)[20] points out that the supervisory relationship is built on trust, confidentiality, support, and empathic experiences in a context of safety and respect. 'Support' can also mean constructive feedback, and guidance for corrective actions and self-care that is done in a nurturing, supportive way (NASW, 2013).[21]

4) Finally, the **mediative function** refers to the role supervisors serve as a bridge between the supervisee, other staff members, and the larger organization. The supervisor in this setting communicates and elicits the supervisee's compliance with organizational procedures and outcome goals, while conveying information upwards to the organization (Carpenter, et al., 2012). Some have expanded this role to one of **advocacy** in supervision, where the supervisor advocates for larger organizational change to improve the culture, policies and procedures of the agency to promote professional growth of the workers. The two functions – mediation and advocacy – are closely related, and is often simply referred to as *mediation*, as will be the case in this project (see Figure 1 below).

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[20] NASW (2013). *Best practice standards in social work supervision*. Washington D.C. National Association of Social Workers.
[21] *Ibid.*

Figure 1: The 4 x 4 x 4 Model of Supervision.

Management

Experience

Mediation

Development

Service Users
Staff
Organisation
Partners

Plans &
action

Reflection

Analysis

©T.Morrison & Jane Wonnacott 2009

Support
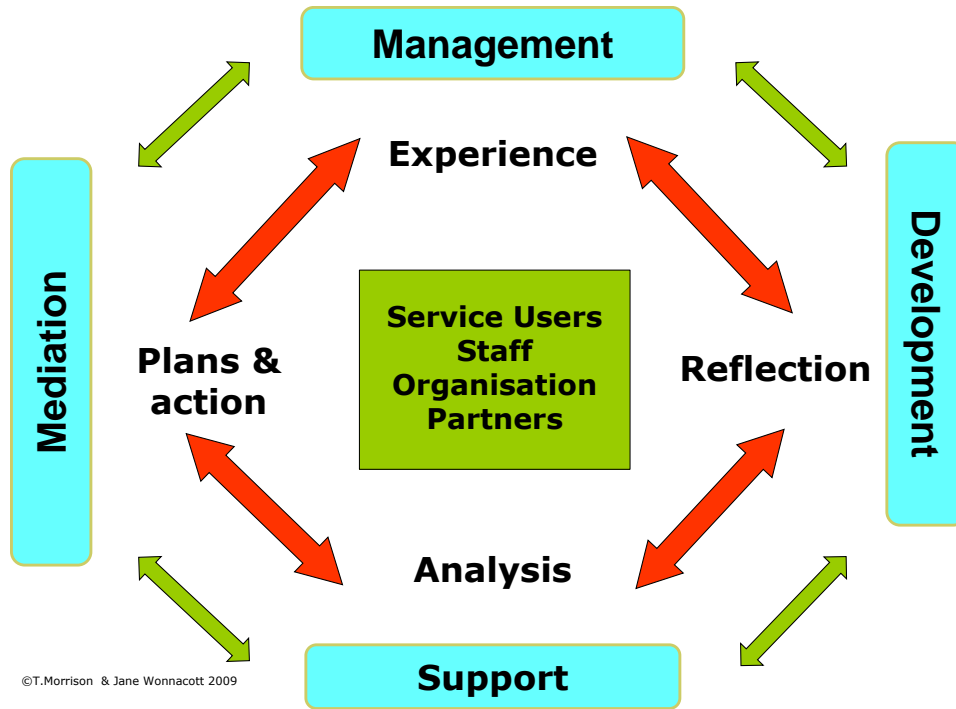
Source: Wonnacott (2013).

In Figure 1, the 4 x 4 x 4 model is shown. On the outside are the four functions of supervision, while the middle ring shows the main supervisory tasks involved in a supervisory session. The inner square lists those that are impacted by the functions and tasks of supervision.

II. PROJECT METHODOLOGY

Conceptual Framework for Examining the Dimensions of Supervision

In conducting research on the current state of supervision among the FCF | REACT partners in Cambodia, the research team followed the four-function model shown in Figure 1, plus an analytic framework developed by Holloway (1995) (see Figure 2). While the model shown in Figure 1 informed the exploration of the four functions of supervision, the concepts in Figure 2 helped to define all aspects of individual and organizational contexts in which supervision occurs. In her seminal work on clinical supervision, Holloway proposed a systems approach to supervision with seven dimensions. These seven dimensions explore the relevant factors related to: 1) the supervision relationship (core factor), 2) the institutional context, 3) the supervisor, 4) the functions of supervision, 5) the tasks of supervision, 6) the supervisee, and 7) the client. Each of these seven dimensions can be broken down into further details, yielding a comprehensive overview of supervision in the organization and suggesting areas of improvement. These seven dimensions guided the parameters for the development of the research methodologies and instruments.

Figure 2: The seven dimensions of supervision in an organization
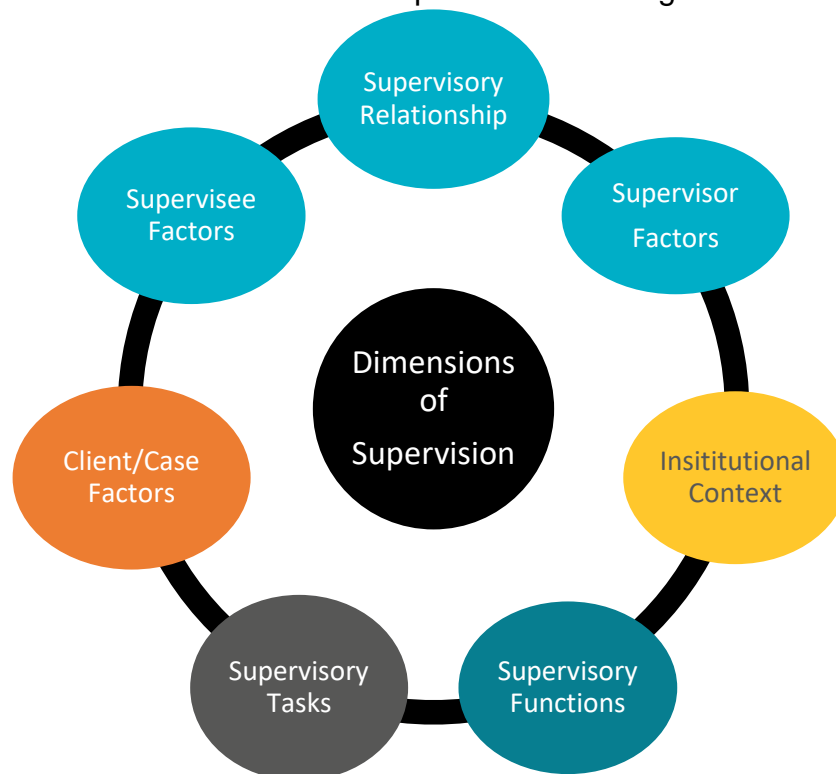
Source: Adapted from Holloway, 1995.

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Research Questions

1. What are the characteristics of the supervisors and supervisees within the FCF | REACT network that are relevant to supervision?

2. How is supervision being utilized among FCF | REACT partner organizations?

3. What are the supervision strengths and needs of FCF | REACT partner organizations' frontline staff?

4. What are the strengths and needs of current FCF | REACT partner organizations' supervisors?

5. What are the major achievements and challenges in supervision among the FCF | REACT partner organizations?

6. What are some essential steps to be taken before Cambodia can achieve a national standard in supervision for all social service staff?

7. How will national standards for supervision be enforced, assuming it can be achieved?

Research Methodology and Sampling

Data on research questions 1-4 above were collected by administration of individual surveys at provincial gatherings. For the survey sample, two supervisors and two frontline supervisees from each FCF | REACT partner organization were invited to participate. In selecting the participants, agencies were requested to consider the balance of gender and previous participation in the Action Research Project conducted in 2018 as well as the FCF | REACT training on Social Work Supervision among the FCF | REACT network organizations. The final sample consisted of 30 supervisors and 29 supervisees as shown in Table 1 below. The supervisors and supervisees filled out different surveys for each group, with some overlapping items in their surveys. Individual consents were obtained orally ahead of survey administration.

Table 1: FCF | REACT Supervision Research Participants (Survey and Focus Groups)

	M/F	Age (years)	Years in current position	PARTICIPANT SERVICE AREA					TOTALS
				Phnom Penh	Kandal	Siem Reap	Battam-bang	Sihauouk-ville	
Supervisors	12 M 18 F	39.1 (26-75)	5.5 (0-27)	12	2	6	8	2	30
Supervisees	12 M 15 F 2 not indicated	33.8 (24-61)	2.6 (1-10)	11	1	8	7	2	29
TOTALS				23	3	14	15	4	59

Research questions 4-7 were explored in focus groups and through key informant interviews. The focus groups consisted of 1-11 group members inclusive of all who attended the data gathering event, in separate groups of supervisors and supervisees. Table 1 shows the sample for the focus groups in the various locations.

Key informant interviews were held individually with 11 professionals who are recognized leaders in social services, from government, NGOs, INGOs, and academia. From a list of 21 such individuals identified by Save the Children staff, the consulting team chose the interviewees based on their reputation and availability, keeping in mind the need for multi-sectoral perspectives, and interviewed them in person or via Skype. Data saturation was reached at about seven interviews (meaning that some of the later interviewees corroborated information shared by the previous interviewees but did not offer any new information). Due to this saturation rate, there is reasonable confidence that the perspectives shared in this report encompass the general opinion of leading experts in the social service sector.

Strict procedural safeguards of consent and confidentiality were maintained for all participants including key informants. All identifying information remain only with the research team under a firm commitment to keep names of individuals and agencies from being revealed.

Research Procedures

1. First, a desk review was conducted to contextualize the project vis-à-vis the information already available on social service supervision at global, regional and national levels.

2. The study employed both quantitative and qualitative methods. The lead consultant drafted the instruments in consultation with two national consultants and experts at Save the Children. These included survey instrument for supervisees, survey instrument for supervisors, focus group discussion guide, and key information interview guide. These instruments were developed in English and translated by the local consultants into Khmer.

3. Data collection meetings on the surveys and for the focus groups were held in Phnom Pehn, Battambang, and Siem Reap. Participants from Kandal traveled to Phnom Pehn to participate in the data collection in person, separate from other colleagues working in Phnom Penh. Those in Sihanoukville participated by Skype. No participant saw the survey instruments or focus group discussion questions ahead of their participation, to ensure maximum individual response. Further, their participation was premised on their existing understanding of supervision, as one of the goals of the project was to determine their knowledge of supervision. There was no pre-requisite regarding participants' knowledge about supervision.

4. Surveys and interview notes were collected by the lead consultant who was present for the meetings for the Phnom Penh and Kandal data collection and focus group sessions. For the other locations, national consultants traveled to, or conducted skype interviews and focus group discussions, collected the surveys immediately upon completion and sent them to the lead consultant via email. English and Khmer surveys were identical in number, so the multiple choice or yes/no questions did not need to be translated for data entry. However, the open ended questions in the surveys were translated by local consultants. Their focus group notes and key informant interviews were also translated into English and sent to the lead consultant for analysis.

5. Data entry and analysis for the surveys were conducted using the STATA system of statistical analysis. The analysis of the focus group discussions data were done according to the classic qualitative framework developed by Ritchie and Spencer (1994),[22] in which the key stages of analysis involve familiarization, identifying a thematic framework, indexing, charting, mapping and interpretation. Social science research contextualization [23] and Cambodia-specific perspectives were also considered in the interpretation of the comments.[24]

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[22] Ritchie, J. & Spencer, L. (1994). Qualitative data analysis for applied policy research. In *Analysing Qualitative Data*, pp. 173–194 [A. Bryman and R.G. Burgess, editors]. London: Routledge.
[23] Smithson, J. (2007). Using focus groups in social research. *Research Gate*. Downloaded 10 February, 2020 from file:///C:/Users/jinir/Downloads/Usingfocusgroupsinsocialresearch.pdf
[24] Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society 63*, 655-660.

6. Key informant interviews were recorded on paper and were analyzed using similar methods as the focus group discussions.

7. All survey, discussion, and interview notes have been protected from anyone outside of the research team.

Data Analysis for Mixed Methods

1. Data entry and analysis for the surveys were conducted using the STATA system of statistical analysis. The analysis of the focus group discussions data were done according to the classic qualitative framework developed by Ritchie and Spencer (1994),[25] in which the key stages of analysis involve familiarization, identifying a thematic framework, indexing, charting, mapping and interpretation. Social science research contextualization [26] and Cambodia-specific perspectives were also considered in the interpretation of the comments.[27]

2. Key informant interviews were recorded on paper and were analyzed using similar methods as the focus group discussions.

3. All survey, discussion, and interview notes have been protected from anyone outside of the research team. Once the report is finally approved, only the lead consultant will electronically store the data in a password-protected file for a maximum of three years.

[25] Ritchie, J. & Spencer, L. (1994). Qualitative data analysis for applied policy research. In *Analysing Qualitative Data*, pp. 173–194 [A. Bryman and R.G. Burgess, editors]. London: Routledge.
[26] Smithson, J. (2007). Using focus groups in social research. *Research Gate*. Downloaded 10 February, 2020 from file:///C:/Users/jinir/Downloads/Usingfocusgroupsinsocialresearch.pdf
[27] Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society 63*, 655-660.

III. RESEARCH FINDINGS

In this section, the research findings are presented following a thematic framework, corresponding to the seven research questions identified at the beginning of this report (see p. 13). Each research question is explored through the findings resulting from one or more data collection methods (surveys, focus groups, and key informant interviews) and then the data are synthesized to yield a holistic response to each research question based on all data collected. Additionally, some relevant interpretations of the findings are inserted as appropriate to shed light on the Cambodian data in light of global literature.

RESEARCH QUESTION #1: What are the characteristics of supervisors and supervisees within the FCF | REACT network relevant to supervision?

In this section, we report the various characteristics and attributes that supervisors and supervisees bring to the practice of supervision within the FCF | REACT member organizations, such as educational preparation, work experience, effect of prior training, levels of job-related stress and self-care, and opinions and preferences regarding supervision.

Educational Background

Tables 2 and 3 show the participant's highest educational degree and their field of study.

Table 2: Highest Level of Education

Education Level		
	Supervisors	Supervisees
Secondary School	13.3%	18.5%
Some University	3.3%	11.1%
Associate degree	3.3%	3.7%
Bachelor's	36.7%	55.6%
Master's	43.3%	11.1%

Table 3: Field of Study for Highest Degree

Highest Degree Subject		
	Supervisors	Supervisees
Psychology	10.4%	17.5%
Social Work	17.2%	21.7%
Education	17.2%	30.4%
Business / Management	43.3%	11.10%
Other	11.9%	19.3%

It is notable that 13.3% of the supervisors and 18.5% of the supervisees have completed secondary education only. It is not surprising that those with master's degrees are heavily represented in the supervisor group. It is also notable, perhaps even alarming, that only 39.2% of the frontline workers have degrees in psychology or social work while 43% of the supervisors have their highest degree in business or management. This may account for the significant level of concern expressed by both supervisors and supervisees in focus groups about content expertise at case work level (the specific content areas are discussed under Research Questions #3 and #4). Key informants also expressed concern that most of the social service workforce is filled with frontline workers and supervisors who do not have the proper training to provide effective interventions or supervision. This concern gives rise to the need to focus on targeted recruitment of social service trained staff and developing a pipeline of supervisors who have the education and experience requisite to the work. These concerns are also discussed later throughout this report.

Experience in Social Service Work

Along with education, experience is another factor related to supervision. Less experienced supervisees are likely to require more guidance both on the professional and personal fronts – although this is not always the case. On the other hand, more experienced supervisees may be less open to new concepts and methodologies or to younger supervisors with higher educational status, although this is also not always the case. Supervisors who have less social service experience are more likely to struggle to empathize with their supervisees and less able to provide the educational functions of supervision.

Table 4: Social Service Experience

Total Social Service Experience		
	Supervisors	Supervisees
Less than 3 years	0%	22.2%
3-6 years	20%	25.9%
6-10 years	30%	29.6%
10-15 years	20%	14.8%
15-20 years	16.7%	3.7%
20+ years	13.3%	3.7%

No supervisor reported having less than 3 years of experience.[28] While 80% of supervisors had more than 6 years of experience, the inverse was true for supervisees. (For reference here, supervisors' and supervisees' mean years of service in their *current* positions were 5.5 and 2.6 respectively as shown in Table 1).

A notable finding in Table 4 is the 22.2% of supervisees who have more than 10 years of experience. While there are no global or regional guidelines on time on the frontlines before becoming a supervisor, over ten years of time a frontline worker is likely to become a supervisor depending on the agency's internal parameters and culture for promotions. The other outlier figure is the 20% of supervisors who have only 3-6 years of experience. When closely examining those individuals, it can be seen that they generally have advanced degrees in social service fields, or they have stayed with the agency for an extended period of time.

Further on education and work experience, in focus groups it was clear that there is a tension between the younger generation with formal social work training and the older cadre that, for the most part, hold unrelated degrees and have learned 'on the job'. As shared by some in focus groups, this 'upside down' generational pattern can make supervision awkward if a younger person or a friend is assigned as one's supervisor. The supervisor may feel reluctant, even when they have the skills to use a supportive approach, to point out mistakes, initiate corrective actions, require goal setting, or offer expertise.

At the macro level, with the new *Guidelines on Basic Competencies for the Social Workforce* some participants with less or non-social service training expressed worry that only formal education will be recognized as the basis for certification or licensing. At the same time, this should spark discussion about those certification and training processes in light of the massive workforce without formal training. In addition, many of the key informants agreed that there needs to be a massive infusion of degreed social workers into the workforce, both for the hands-on work now and to mature into effective supervisors later. In the meantime, these dynamics suggest balancing within the agency in terms of recruitment and promotion, and retro-fitting some employees, as well as longer term strategies in hiring and training.

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[28] Nearly two-thirds of the supervisors are not social service workers as shown in the table, but they seem to have understood 'social service experience' to mean working in an agency providing social services. It is also possible that they have in fact been providing social services without the requisite formal training. It should also be noted that some supervisees reported their supervisor as having less than two years of experience. Since individual supervisee-supervisor pairs were not the unit of examination, it is not possible to identify which is the most accurate.

Effect of Prior Training on Supervision

One of the goals of the project was to determine if and what type of difference prior participation in training had on the participants. Table 5 shows the number of supervisors and supervisees who attended previous supervision training.

Table 5: Previous Supervision Training

Training Attendance		
Training Project	Supervisors	Supervisees
Action Research	2 (6.9%)	3 (10.3%)
FCF	REACT	23 (76.7%)	8 (32%)
TPO	4 (13.3%)	0 (0%)
Other	11 (36.7%)	5 (22.7%)

Only two supervisors and three supervisees reported attending the Action Research project, while 23 supervisors and eight supervisees reported having attended the FCF | REACT training on Social Work Supervision. In addition, four supervisors had attended the training offered by TPO. Among those attending more than one training workshop, the two supervisors who participated in the Action Research had also received the FCF | REACT training, and one supervisor had attended both FCF | REACT and TPO training. No supervisees attended multiple training. Finally, 11 supervisors and five supervisees reported participating in 'other training' that occurred mostly at the agency level. (Note: the 'other' category of training has not been included in the multiple training count above).

T-tests were used[29] to look for differences between respondents who had attended any prior trainings and those who had not. On average, supervisors who *did* attend the FCF | REACT training rated themselves slightly lower than supervisors who *did not* attend the training on every aspect of supervisory relationship (mutual trust, mutual respect, mutual positive feelings, sense of collaboration, sense of autonomy, sense of emotional safety and security), and on their confidence engaging in most supervisory tasks. None of these differences were statistically significant, however. Part of the reason for the lack of statistical significance is likely attributable to the low number of respondents; it is difficult to make reliable comparisons when comparing such small groups of people, even using t-tests. Another possible interpretation for this pattern is that the training has served to increase awareness of the skill set necessary for good supervision, bringing participants to the realization that more training is needed. There is support for this theory in the

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[29] T-tests are a statistical analytic method to control for other variables and tease out the difference made by a particular variable, especially when the sample size is small.

knowledge literature, that greater knowledge can generate deeper self-assessment and greater awareness of one's limitations.[30] However, without further exploration this is simply an unconfirmed conjecture.

The same is true for the Ragamuffin Action Research training – although those results should be taken even less seriously, as there were only 2 supervisors in the sample who attended the training. The three supervisees who attended either FCF | REACT or Ragamuffin trainings also tended to give lower ratings across aspects of their supervisory relationships. Again, this may be due to increased awareness of what ideal supervision looks like. It is also a possible indication that while they have gained some knowledge on supervision, they need much more practice to feel comfortable in participating in supervision.

Job-related Stress and Self-Care

All participants answered questions about individual factors such as job-related stress, self-care, and social support system. Two thirds of supervisors rated their job-related stress level as "moderate." 26.7% of supervisors rated their stress level "low" or "extremely low." No supervisors rated it "high" or "extremely high." In contrast, 30.8% of supervisees rated their job-related stress level as "high" or "extremely high," 30.8% rated it "moderate," and 38.5% rated it "low" or "extremely low." The reason for the difference is difficult to detect based on the collected survey data, but focus group discussions suggest that it is likely related to the high caseloads and the lack of empathy shown by some supervisors. Some frontline workers expressed feeling that they are expected to be 'machines' to pump out client numbers and outcomes by supervisors who did not understand 'what it's like in the field'.

Responses about self-care did not differ by group: approximately two-thirds of both supervisors and supervisees rated their self-care as "adequate," while one third rated it as "not adequate." Individuals with master's degrees were more likely to say that they practiced adequate self-care than individuals with less education. Almost all respondents rated their social support system as "very strong" or "moderately strong."

Supervision Opinions and Preferences

When asked their general opinion of supervision, 93.3% of supervisors rated it as "very helpful," while the remainder rated it as "somewhat helpful." No supervisors marked "little bit helpful" or "worse than not having any." Responses from supervisees were somewhat

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[30] See, for example, Steiner, P. (2014). The impact of the self-awareness process on learning and leading. *New England Board of Higher Education*. Available online at https://nebhe.org/journal/the-impact-of-the-self-awareness-process-on-learning-and-leading/

less positive: 85.2% of supervisees rated supervision as "very helpful," while the remainder rated it as "somewhat helpful" or "little bit helpful." None marked "worse than not having any." Again, this gap between supervisors and supervisees indicate the need for better harmonization of supervision in terms of its definition, goals, expectations, and limitations.

Regarding internal and external supervision, the majority of both groups stated that they would prefer a combination of internal and external supervision (76.7% of supervisors, and 55.6% of supervisees). 20% of supervisors and 37% of supervisees would like only all internal supervision, while only 3.3% (N=1) of supervisors and 7.4% (N=2) of supervisees would like all external supervision. The main reasons given for using external supervision was the lack of expertise or the lack of supportive supervision within the agency, as expressed both in response to the open ended question on the survey and in focus groups. Some supervisees felt that a second opinion on difficult cases would be helpful. The need for combined external/internal approach seems based on filling the expertise gap at the agency while still performing the administrative and mediative functions of supervision within the agency.

RESEARCH QUESTION #2: How is supervision being utilized among FCF | REACT partner organizations?

In order to learn about the current practice of supervision among the FCF | REACT partner organizations, the research team sought to understand the institutional context for supervision, current supervision practices, and the various aspects of the supervisory relationship.

Institutional Context

On the survey, identical questions were asked of both supervisors and supervisees regarding agency policy, agency-provided supervision resources, and uses of supervision within the agency. Results from both groups were analyzed together, with some differences highlighted in Table 6 below.

Agency Supervision Policy: 56% of respondents reported their agency has a written policy on supervision. An additional 21% said that work on a policy has been started, while 14% said the work has not been started and 9% did not know. Of respondents whose agencies did have a written supervision policy (N=32), 19% did not know when it was written. Among those who did know, 56% said the policy had been completed within the past year, 8% said 1-2 years ago, and 36% said it had been completed more than two years ago. It appears that some agencies have had supervision

policies in place for some time (2+ years), most others have newly developed or are in the process of developing policies. Examination of those policies was not within the scope of this study, but the study revealed that the FCF | REACT network has developed a template for the policy, that member agencies can adapt. Regarding periodic policy review, 31% of respondents whose agencies had written supervision policies did not know if those policies were regularly reviewed. 47% said the policies were reviewed at least once a year, 19% said they were reviewed, but not every year, and 3% (one respondent) said the policy was not reviewed.

In focus groups, most participants indicated that their agency's supervision policy was not followed strictly due to time limitation, other priorities, and unavailability of supervisors or supervisees at the appointed time. *Ad-hoc* supervision, i.e., asking supervisor questions with an urgent case issue, seems to be very common; and the maintenance of regular supervision schedule seems challenging for a majority of the agencies in the study.

Content of Supervision Policy: Respondents who reported that their agencies had supervision policies were asked to identify what the policy addresses, by marking items from the following list. Items are presented from most commonly addressed to least commonly addressed.

- Confidentiality of information discussed during supervision: 94%
- How supervision should be documented: 87%
- Responsibilities of supervisors and supervisees for supervision: 87%
- Types of supervision provided: 80%
- Frequency and length of supervision: 77%
- Dealing with violation of agency policy or professional ethics: 70%[31]

Other Agency Policies Related to Supervision: As delineated in the literature review, job-related stress is high in the social service sector, and supervision is relied upon to address it at the individual level. However, institutional policies related to mental health leave, promotions, anti-discrimination, and clear lines of authority are also closely related to job-related stress and hence, supervision. In this study, 84% of respondents (N=50) said their agencies have a clear written policy on promotions and raises. 95% (N=56) said their agency has a written policy on non-discrimination of staff and clients. About half of respondents (N=28) did not know their agency's policies about paid mental health leave, but one quarter of respondents (N=14) said their agency does not provide paid mental health leave. The remaining quarter of respondents were split evenly

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[31] Note: In the absence of an official Code of Ethics for social service workers in Cambodia, it is difficult to speak of supervision as a forum for maintenance of ethics; however, many NGOs have developed formal or informal ethical guidelines they adhere to. Cambodia has developed a draft Code of Ethics that is slated to be field tested, but the exact schedule is unknown at this time (March, 2020).

between "1 day per month" (N=7) and "More than one day per month" (N=7).[32] Every respondent (both supervisors and supervisees) said they know the line of authority in their agency and that their agency has a clear written job description for them. In the focus groups most of the supervisors said that providing supervision was a part of their job description, but many said that the details were vague as to time frame, goals, procedures, or methods of reporting supervision.

Time and Resource Support for Supervision: A large majority of respondents reported that their agencies provide necessary support for supervision. 88% of respondents said their agency provides time and resources to supervisors to help provide quality supervision. 84.2% of respondents said their agency provides private space for supervision. 96.5% of respondents said their agency has computers and other equipment for training purposes. On each of these three indicators, no significant difference was detected between supervisors' and supervisees' responses.

Supervision Formats: Respondents were presented with five common supervision formats and asked which types their agency provided. Responses were as follows:
- One-on-one, face to face: 97%
- Group (multiple workers with one supervisor): 46%
- Peer (coworkers without supervisor): 28%
- Distance (via skype or phone): 28%*
- External (by supervisor from different agency): 12%

*Supervisors' and supervisees' responses differed significantly only on distance supervision. 43% of supervisors reported that their agency provides distance supervision, while only 11% of supervisees reported the same. The difference may be related to the different perceptions of supervision between the two groups. Focus group discussions suggested that supervisees do not consider directives given to their supervisors on the phone as 'supervision', only as 'orders'. In reality, such directives are in fact part of the administrative function of supervision but supervisees may understand only face-to-face supervision as 'counting' for supervision.

Priority Content for Supervision at Agency: Next, respondents were given 8 potential uses of supervision and asked to rate how highly each use was prioritized within their agency on a scale from 1 to 3 (1= high priority, 2= medium priority, 3= low priority). As shown in Table 6, supervisors' and supervisees' responses were quite similar except in two functions: on 'dealing with numbers of clients served', and 'compliance with budget limits'. For "number of clients served," supervisees ranked it as 1.89, while supervisors ranked it at 1.5. In other words, supervisees felt that less priority was given to number of clients served than did the supervisors. For "compliance with budget limits," supervisees

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[32] In the focus groups it was almost universally mentioned that a formal 'mental health leave' is not designated, but it would be allowed under their 'sick leave' policy.

ranked it at 2.05, while supervisors ranked it at 2.4. Here, the supervisors downplayed the importance given to budgetary compliance but the supervisees felt that more emphasis was given to that item. Attention should also focus on the low priority placed on providing educational materials, as receiving technical knowledge and skills was among the highest supervision needs expressed by supervisees. Clearly, the data show that the relative lack of social service knowledge and skills among the supervisors is impacting supervision practices within the FCF | REACT network.

Table 6: Supervision Priorities in the Agency

Uses of Supervision, by Priority Rating 1= high priority, 2= medium priority, 3= low priority	
Use	Average Rating
Compliance with client outcomes	1.38
Help with job-related stress	1.46
Providing emotional support	1.59
Number of clients served	1.68
Teaching new work-related skills	1.81
Corrective action on staff mistakes	1.87
Compliance with budget limits	2.25
Providing educational materials	2.28
Note: Uses of supervision are arranged from high priority to low priority. Rows highlighted in gray represent areas with a statistically significant difference between line worker and supervisor rankings.	

Supervision Practices

Assigned Supervisor: 78% of supervisees said they have a specific person who is their direct supervisor. Apparently, those who do not have a specific supervisor may access other more senior staff members in the agency who can serve as supervisors. Among supervisors, 90% of supervisors have an upline supervisor at their same agency, 6.7% (N=2) have a supervisor at a different agency, and 3.3% (N=1) have no upline supervisor. Having an unspecified supervisor is problematic in several ways: there is no guaranteed access to an assigned supervisor resulting in fragmentation of guidance, lack of a strong mentoring relationship, and diffusion of lines of accountability, to name a few.

Supervisor and Supervisee Ratio: Most supervisors were responsible for multiple supervisees, with 28% having 1-2 supervisees, 35% having 3-5, 31% having 5-10, and

7% having more than 10 supervisees.[33] The ratio of supervisors and supervisees is highly sensitive to the agency context and the expertise and needs of supervisors and supervisees. As further detailed in the footnote below, there is no globally recommended ratio; in fact, suggesting such a ratio can be misleading as it should be individually determined at the agency level. What is suggested by the data in this project, however, is that the proportion of supervisors with social service training needs to be drastically increased, with competency in the tasks and skills related to all four functions of social service supervision.

Supervision Session Length and Frequency: Participants were asked about the average length and frequency of their supervision sessions. 63% of supervisees said they have a regularly scheduled supervision session with their supervisor but the frequency differed widely. Only 11% of supervisees said their supervision sessions were once a week or more, 22% said every 2 or 3 weeks, 37% said once a month, and 26% said less frequently than once a month. Reports of average session length ranged from 10 minutes to two hours, with about half of respondents reporting that their average session lasts more than one hour. Supervisors' and supervisees' estimates of supervision session length did not differ significantly. Assuming that each supervisee receives a one-hour supervision session per week, as is the recommended practice in social service agencies,[34] the greater numbers represent a sizable commitment of time that must be set aside for supervision. 82.7% of supervisors and 70.4% of supervisees said that both supervisor and supervisee decide what is talked about in the supervision session. This slight difference was not statistically significant, but if agenda-setting is part of empowering supervisees, its implementation is being perceived somewhat differently between the two groups.

Preferred Formats and Tasks: Supervisors and supervisees also expressed similar preferences about types of supervision. On average, both groups ranked supervision options as follows: (1 – first preference) One-on-one with supervisor, (2) Group with one supervisor, (3) Peer (colleagues, no supervisor), (4) Electronic (phone call, texts), (5 – last preference) No supervision at all. Although an in-depth probe of the benefits and drawbacks of the various formats is beyond the scope of this project, global literature

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[33] Although there have been attempts to establish an 'ideal' ratio of supervisor and supervisees (see, e.g., Inter-agency Guidelines for Case Management & Child Protection, available online at http://www.cpcnetwork.org/wp-content/uploads/2014/08/CM_guidelines_ENG_.pdf), this ratio is highly sensitive to the agency context. For example, in some agencies, seasoned workers may maintain reduced caseloads in order to provide high quality supervision to many frontline workers and/or to act as liaison between the frontline workforce and management, while other supervisors carry out mostly case work, combined with smaller supervision responsibilities.

[34] It should be noted that this is the standard in the social work profession in highly developed countries, and there is no global recommendation. Again, the standards are highly contextual and must be determined at the agency level. See Reamer, F. (2002). *Eye on Ethics.* https://www.socialworktoday.com/news/eoe_070802.shtml

emphasizes one-on-one and group supervision as most beneficial, although peer supervision is also practiced where the first two forms are not readily available.

Supervisors' Enjoyment of Supervision Tasks: Supervisors were also asked how much they enjoy four types of supervision activities: Administrative, Supportive, Educational, and Mediation / Advocacy (Scale: 1= very much, 2= enjoy, 3= do not enjoy). On average, supervisors rated their enjoyment highest for Supportive activities (1.17), then Educational activities (1.38), then Mediation / Advocacy activities (1.66), and lastly Administrative activities (1.83). Notably, 82.7% said they very much enjoy supportive activities, and 62.1% said they very much enjoy educational activities. No respondents said they "do not enjoy" the Educational or Supportive supervision activities. However, these findings are somewhat different from data reported in Table 6, where providing educational materials actually ranked as last priority. In fleshing this out in focus groups, it became apparent that supervisors would like to do more educational tasks in supervision but often lacked the knowledge and skills or could not access appropriate materials.

Supervisory Relationships

Research has indicated that the supervisory relationship is the most influential factor in producing positive outcomes for the supervisee.[35] Supervisors and supervisees rated aspects of their supervisory relationship on a scale from 1-5, where 1 meant "very bad" and 5 meant "excellent." Average ratings from supervisors were slightly higher on most aspects. However, the only statistically significant difference between groups was on "sense of collaboration," in which supervisees on average rated their supervisory relationships better than supervisors did. See Table 7, below. All supervisees except for one said that if they made a mistake on a case, they would tell their supervisor and seek guidance from him or her, which may indicate a sense of trust and safety, although this sense of trust was portrayed as being lower by more in focus groups.

In focus groups supervisees reported that the FCF | REACT training was changing the understanding of supervision so that it is increasingly being viewed as a collaborative process. The supervisors also viewed it as leveling the power differential between supervisors and supervisees; however, they felt that some supervisees are still reluctant to trust them (based on former cultural patterns), and some still expected the supervisor to take complete charge of the sessions.

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[35] See Roby, J. and Global Social Service Alliance (2016). *The evidence base on the social service workforce: Current knowledge, gaps and future research direction*. Available online: http://www.socialserviceworkforce.org/resources/evidence-base-social-service-workforce-current-knowledge-gaps-and-future-research

Table 7: Ratings on Supervisory Relationship

Rating Aspects of Supervisory Relationship 5= Excellent 4= Good 3= Fair 2= Bad 1= Very bad		
Aspect	Supervisees	Supervisors
Sense of collaboration	4.22	3.90
Mutual trust	4.00	4.03
Mutual respect	3.96	4.20
Emotional safety and security	3.93	4.13
Mutual positive feelings	3.85	4.00
Sense of autonomy	3.70	3.76
Note: Aspects of supervisory relationship are arranged from best to worst, based on supervisees' ratings. The only statistically significant difference between supervisees' and supervisors' perceptions was on "sense of collaboration."		

Challenges in Supervisory Relationships: Participants were also presented with a list of common challenges to supervisory relationships. Supervisors and supervisees were given different, but overlapping lists, based on factors thought to be most relevant to each group. The findings are presented as percentages in Table 8. More supervisors than supervisees identified issues with cultural differences and age differences, while more supervisees identified issues with gender differences. Interestingly, 41% of supervisors identified their own lack of motivation as a challenge to their supervisory relationship. Some supervisees complained that their supervisors had not explained their (supervisees') roles in supervision but expected them to fulfill those expectations. Overall, it seems that the supervisory relationships are developing into positive and collaborative direction; but it is taking time for a new conceptualization and procedures take root. Sexual attraction/harassment was noted as a challenge by 4% (N=1) of supervisees and 13.8% (N=4) of supervisors. While these were the least significant concerns for each group, it is regrettable that they were not separated and explored further.[36]

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[36] Participants who indicated this item as a problem were not willing to discuss it further in the group setting or individually. According to research ethics, they were not pressured to disclose.

Table 8: Challenges in the Supervisory Relationship (based on total responses from each group)

Challenges to Supervisory Relationship		
Challenge	Lineworkers (N= 25)	Supervisors (N= 29)
Personality clash / tension	Not asked	48.3% (14)
Supervisor's lack of motivation	Not asked	41.4% (12)
Difficult power dynamics	Not asked	34.5% (10)
Cultural differences	16% (4)	27.6% (8)
Supervisee is older	8% (2)	24.1% (7)
Gender differences	32% (8)	13.8% (4)
Sexual attraction / harassment	4% (1)	13.8% (4)
Supervisor's poor expertise	24% (6)	Not asked
Supervisor's attitude toward supervisee	20% (5)	Not asked
Abuse of authority / power	8% (2)	Not asked
Note: Challenges are arranged in order of frequency cited by supervisors. Lineworkers and supervisors were asked about some of the same challenges and some different challenges. Also note, only 25 lineworkers and 29 supervisors responded to the question, and the percentages correlate with those who responded.		

Perceptions of Supervisor Expertise:[37] Notably, half of supervisees who knew how much experience their supervisors have in social services said their supervisor had 2 years of experience or less. [38] Nevertheless, most supervisees perceived their supervisors' expertise to be greater than their own: 44% of supervisees reported that their supervisors have "much greater expertise" than them, 30% said "somewhat greater expertise," and 22% said their supervisor's expertise was "about equal to their own." Only one respondent said their own expertise was greater than their supervisor's. In other words, less than half of the supervisees felt their supervisors had 'much greater' expertise, which is seen as the level to engender strong confidence in their supervisor's guidance and advice. Although 'somewhat greater' expertise is positive, it does not promote that

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[37] Generally, in social work, 'expertise' is defined as the level of knowledge, skills, and experience. However, this definition was not provided in the survey. Going forward, it is recommended that the national standards include minimum set of knowledge, skills, and experience for the supervisor; however, in the meantime, this can be done at the network or agency levels.

[38] It is interesting that no supervisor in the research project listed their experience as less than 3 years. This is one of the natural disadvantages of self-report surveys but the discrepancy sheds some light on the supervisors' desire to be seen as being more experienced. Furthermore, self-reports are deemed to be a standard data collection method.

strong sense of confidence across the board. At the bottom of the scale, when the supervisor is perceived as having equal or lower level of expertise than the supervisee, the quality of supervision is likely to suffer – most notably in the educational function.

Most supervisors (69%) reported their expertise was "somewhat greater" than their supervisees in working with the type of cases their supervisees have. When measured on average, supervisors and supervisees had similar perceptions of supervisor expertise. Again, these findings are likely an accurate reflection of the training and current expertise of the supervisors.

RESEARCH QUESTION #3: What are the supervision-related strengths and needs of FCF | REACT partner organizations' frontline staff?

Strengths of Frontline Workers

Although the findings have shown that only about a third of the frontline staff in the FCF | REACT network have received formal training in social sciences, many national experts observed that frontline workers in general are incredibly committed and are excellent at establishing quick rapport with their clients. During focus groups and key informant interviews, it became very clear that the frontline staff of the FCF | REACT network are, for the most part, enthusiastic about their work. Experts also agree, and it was confirmed in focus groups, that the frontline staff are eager to learn and try different and new methods of intervention. They have very positive attitudes toward supervision, and many feel that they have already benefitted a great deal in dealing with job-related stress and difficult client cases.

Additional comments shared in focus groups by supervisees included:

1. A significant number of the supervisees stated that they were able to manage their cases with the help of supervision and consultations among their peers.
2. Many supervisees also took pride in their strong commitment and willingness to learn, so that they can serve their clients and advocate for them. Some mentioned gaining the skills to empathize with clients through supervision.
3. Respecting and supporting each other in managing job-related stress was also mentioned by several participants.
4. Being able to collaborate with partner stakeholders, having independence at work, and having the opportunity to give and receive feedback to/from supervisor and donors were also mentioned as strengths.

Needs and Challenges of Frontline Workers

At the same time, the frontline workers expressed many challenges and needs associated with supervision in context of their work. First, in the survey, two major bundles of information provided background: the degree of challenge they felt with each type of client case they encounter (Table 9), and their need for technical training to deal with cases (Table 10).

Challenging Cases/Issues for Supervisees: Supervisees were given a list of types of clients and asked to rate how stressful each one was to deal with. Supervisors were given the same list and asked to rate how stressful each one was *for their staff* to deal with. Table 9 compares the perceptions of supervisees and supervisors. In all cases where perceptions differed significantly, supervisors rated client groups as more stressful for their supervisees than the supervisees themselves did. These ratings of client stressfulness may serve as an indication of where additional training is needed for supervisees and also for supervisors.

Table 9: Challenging Client Populations or Issues

Client Stressfulness			
1= most stressful 2= somewhat stressful 3= not stressful			
Client group	Supervisees	Supervisors	Significance Level
Caregivers with mental health issue	1.63	1.53	
Overly demanding clients	1.67	1.60	
Clients who are hostile / resistant	1.70	1.47	
Caregivers with substance abuse	1.73	1.37	p<.05
Victims of trafficking / exploitation	1.85	1.69	
Clients with low mental capacity	1.89	1.77	
Juvenile justice clients	1.93	1.72	
Children / youth with mental illness	1.93	1.43	p<.05
Children / youth with disabilities	1.93	1.83	
Child victims of abuse and neglect	1.96	1.59	p<.05
Caregivers with domestic violence	2.04	1.63	p<.05
Caregivers who are not motivated	2.22	1.27	p<.05
Children in residential care	2.46	2.03	p<.05

Note: Client groups are arranged in order of most to least stressful, as rated by supervisees. Rows highlighted in gray represent significant differences in perception between supervisors and supervisees.

Supervisees' Needs for Technical Training: Supervisees were asked which of a list of topics they would like to learn more about in supervision. Using the same list, supervisors were asked which topics they would like more training on to help their supervisees with. Table 10 shows the percentages of each group that wanted to learn more about each topic. "Handling difficult cases" stood out from the rest, with about 93% of supervisees and 87% of supervisors desiring additional training. It is also notable that nearly every topic was requested by more than half of the respondents.

Table 10: Need for Technical Training

Additional Training Wanted		
Subject	Supervisees	Supervisors
Handling difficult cases	92.6%	86.7%
General knowledge and skills	77.8%	60.0%
Handling job-related stress	74.1%	60.0%
Advocating for resources for clients	59.3%	56.7%
Documentation	55.6%	46.7%
Advocating for better work environment	51.9%	56.7%
Getting along with colleagues	48.2%	43.3%
Handling personal stress	44.4%	50.0%
Managing time	44.4%	50.0%
Note: Subjects are arranged in order of most to least frequently requested by supervisees. No statistically significant differences between supervisors and supervisees were found.		

Focus Group Discussion on Supervisees' Needs and Challenges: Against the backdrop of challenges with their cases and technical needs collected from the surveys, supervisees were asked to discuss the needs that they had with regard to supervision. Supervisees were very vocal and spent the bulk of time discussing their needs and wishes for supervision on this topic, and these findings are summarized as follows:

1. A most common concern was not having a clear definition, purpose, benefits and limitations of supervision, so that they are not sure what to expect or plan for. They did not clearly understand the roles for the supervisor and supervisee. Even when supervisors had attended the supervision training, they had not shared what the supervisees are expected to do to participate in effective supervision.

2. As supported by the data under *supervision length and frequency*, a prominent need was to have regular, predictable, and dedicated supervision sessions. Even when the agency policy dictates weekly sessions, supervision was often the first thing to be cancelled when there are pressing administrative deadlines imposed on supervisors and/or supervisees. Even 'regular' sessions tend to be too short, and it is difficult to prioritize which cases should be dealt with first. Issues of communication and transportation challenges related to field work often interfere with scheduled supervision meetings.

3. Another frequently mentioned need was to receive technical training in working with specific populations of clients (see Table 9), and in intervention methodologies (see Table 10). This intense need for technical training is likely the result of staff who may have been hired without a broad social service formal training (such as in social work) or in a specific area of social services (such as psychology, child development, or juvenile justice). While it is unrealistic to expect that supervision alone can systemically fill this large technical gap, supervision can provide some targeted knowledge or skills.[39]

4. Within their agencies, 20% (N=5) of the supervisees would like to feel more respect and support from supervisors and managers. See Table 8. This was especially the case with regard to case outcomes when supervisors did not recognize the strengths of a client and considered the case a failure. Sometimes supervisors humiliated them in front of their clients and peers, because the supervisors have not tracked the whole case over time. Some line workers talked about how their supervisor does not understand measuring client progress, because their business background has not trained them to look at positive behavioural or emotional changes as progress. Some said that many supervisors try to cover up their lack of knowledge by acting like 'they know it all'.

5. To some supervisees, supervision still felt like a 'blaming session' where the supervisor blames them for things that have gone wrong in their cases, or 'traditional' in tone, meaning authoritarian use of top-down power. This is supported by data in Table 8 where 20% (N=5) of the supervisees reported supervisors' attitudes toward them as a challenge, and 8% (N=2) reported abuse

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[39] As there is a shortage of formally trained social service professionals, this is a dilemma that needs concerted leadership and a strategic plan at the highest level of government.

of power by supervisors. Even more revealing, 48.3% (N=14) of the supervisors reported 'personality clash, tension' as the top challenge in the supervisory relationship, and 34.5% (N=10) supervisors reported 'difficult power dynamics' as a challenge in the supervisory relationship.

6. For some, age, gender, and personal relationships impact the dynamics in the supervision context. As shown in Table 8, some supervisees (32%, N=8) expressed discomfort with opposite sex supervisors. Others felt uncomfortable when their supervisor was younger (8%, N=2) or had less experience with case work (24%, N=6). These concerns were shared also in focus groups. Finally, one or two people shared that having a personal friend as a supervisor was uncomfortable.

7. Several supervisees mentioned that supervisors should maintain better professional boundaries; i.e. the supervisor should not discuss his or her own problems or turn the session into a friendly chat not related to the cases, or complain about other employees. In addition, they should protect the confidentiality of the supervisee.

8. Other concerns, less prevalent among the participants, included being confused between supervision and counseling, inconsistent documentation expectations within the agency, poor communication skills from supervisors, expecting too much of new employees to create supervision agenda, and the need to monitor supervisors' performance following training. One suggested an occasional use of external supervisors for dealing with personal challenges. It should be noted that the use of external supervision was more frequently associated in the surveys with lack of supervisor expertise.

9. Asked for a wish list to show their supervisors, the supervisees mentioned the following:
   I.   Reduced caseload and higher quality of work were mentioned by participants in three out of five locations. Some reported having caseloads as high as 50.

   II. More material support such as equipment, communication and transportation support, and mission allowances.

   III. Better career support with promotions and raises. This request is likely related to the one-fifths of the supervisees with more than 10 years of experience in their agencies, and raises an issue with the agency policy on promotions and attendant requirements. One mentioned that there should be a human resources officer in their agency to administer such a policy.

IV.   More understanding from supervisors when they cannot return calls promptly from the field, as they are out of cell range.

V.   Several mentioned formal qualifications should be established for supervisors and more training required of their supervisors. Also, there should be a budget set aside for training.

VI.   A couple of groups mentioned that they would like to see a licensing system for frontline social workers.

RESEARCH QUESTION #4: What are the strengths and needs of current FCF | REACT partner organizations' supervisors?

Supervisors' Strengths

Based on feedback from both supervisors and supervisees on the survey and focus groups, there are many strengths being felt and demonstrated by FCF | REACT supervisors. First, on the survey, two bundles of information provide background and context for supervisors' strengths.

Supervisors' Confidence in Performing Supervision Tasks: Supervisors were asked to rate their confidence in performing specific supervision tasks on a 3-point scale where 1= very confident, 2= somewhat confident, and 3= not confident. On average, supervisors were especially confident in their skills with active and empathic listening and ensuring ethical behavior; while feeling they were not tending toward 'somewhat confident' or 'not confident' about ensuring accountability, monitoring use of resources, demonstrating new methods, knowledge or skills. Overall, supervisors were 'very confident' or 'somewhat confident' on all categories, but they are only 'somewhat confident' on most categories. Demonstrating a new method, offering new knowledge and skills, performing staff evaluations, or critiquing staff demonstrations are areas where they are less confident.

Table 11: Supervisor Confidence in Conducting Supervision Tasks

Supervisor Confidence in Supervision Tasks (N=30) 1= very confident, 2= somewhat confident, and 3= not confident				
	Very Confident	Somewhat Confident	Not confident	Average Rating
Active and empathic listening	74%	23%	3%	1.30
Ensuring ethical behavior	60%	37%	3%	1.43
Help with problem solving	47%	53%	0%	1.53
Ensuring accountability	40%	57%	3%	1.63
Monitoring use of resources	43%	54%	3%	1.63
Demonstrating new method	30%	70%	0%	1.70
Offering new knowledge & skills	30%	67%	3%	1.73
Performing staff evaluation	33%	50%	17%	1.83
Critiquing staff demonstration	24%	55%	21%	1.97

Supervisors' Perceived Competence in Guiding Staff with Specific Client Populations: Supervisors were asked to rate their competence in guiding their staff when dealing with a variety of client issues. Competence ratings were analyzed only for supervisors who said that their supervisees currently had cases dealing with that issue. As a whole, supervisors expressed particular strength in guiding staff on cases of child neglect (65%, or 17 out of 26, rated themselves "very competent") and child verbal / emotional abuse (60%, or 15 out of 25, rated themselves "very competent"). Over one quarter of supervisors whose agencies deal with cases of mental illness and juvenile justice rated themselves as "not competent" in guiding staff on these issues, showing significant need for training and growth in these areas. Supervisors with master's degrees rated themselves more competent in guiding staff to deal with clients with mental illness and disabilities, indicating that increased formal education level is helpful.

Table 12: Supervisor's Competence in Guiding Staff on Client Risks

Supervisor Competence Guiding Staff with Specific Client Risks 1= very competent, 2= somewhat competent, and 3= not competent (note: only participants who had each type of case responded)				
	Very competent	Somewhat competent	Not competent	Average Rating
Child neglect	65% (17/26)	35% (9/26)	0% (0/26)	1.34
Child verbal / emotional abuse	60% (15/25)	40% (10/25)	0% (0/25)	1.40
Child sexual abuse	63% (12/19)	32% (6/19)	5% (1/19)	1.42
Child physical abuse	57% (12/21)	38% (8/21)	5% (1/21)	1.48
Homelessness	47% (9/19)	53% (10/19)	0% (0/19)	1.53
Child victims of violence	46% (11/24)	50% (12/24)	4% (1/24)	1.58
Alternative care	50% (9/18)	39% (7/18)	11% (2/18)	1.61
Domestic violence	43% (10/23)	52% (12/23)	4% (1/23)	1.61
Child trafficking / exploitation	44% (8/18)	44% (8/18)	12% (2/18)	1.67
Disability	27% (6/22)	55% (12/22)	18% (4/22)	1.91
Substance abuse	24% (4/17)	59% (10/17)	17% (3/17)	1.94
Mental illness	28% (5/18)	44% (8/18)	28% (5/18)	2.00
Juvenile justice	14% (2/14)	50% (7/14)	35% (5/14)	2.21

It is interesting to look at the data in Table 9, where most supervisors felt that mental health, substance abuse, and disability were the most challenging client cases, and compare those findings to data in Table 12. In Table 12, they repeat these same concerns in terms of their ability to supervise those cases. They say that they are only 'somewhat competent' or 'not competent' to supervise disability case (73% for both categories), substance abuse (76%), and mental illness (72%). In addition, supervisors feel only somewhat competent or not competent (total of 85%) in supervising cases involving juvenile justice.

Fleshed out further in focus groups, the following points summarize supervisors' comments on supervision-related strengths:

- Most supervisors saw themselves as competent ('very competent' or 'somewhat competent') to supervise, including expertise (knowledge, skill, experience) at the case level (see Table 12), with some notable exceptions.

- Many supervisors felt their understanding and confidence in facilitating supervision were greatly increased by the FCF | REACT training, and their immediate supervision skills were enhanced through the tools provided (forms, planning templates, supervision agreement, etc.).

- Supervisors felt that supervision had improved the quality of work on individual cases through supervisors providing new knowledge and skills to line staff in line with the educational function.

- There was wide agreement that supervisors were meeting the supportive needs of staff, boosting their morale, building trust and confidence, enhancing the relationship between supervisors and supervisees, and preventing secondary trauma. Some mentioned as strengths their commitment to good supervision, use of communication skills, and their ability to empower supervisees (e.g. through allowing them to set their agenda). It should be noted, however, that in Table 8 supervisees pointed out several major difficulties in the supervisory relationship, and some of those points were re-iterated in focus groups although less prominently.[40]

- The focus group discussions strongly suggested that most supervisors have a very positive attitude toward supervision and toward their supervisees. Since there is some contradiction in the supervisors' overall perspective and that of the supervisees', some open and honest reflection and dialogue may be in order.

- Promoting supervisees' self-care was also mentioned as a supervision related achievement, with some expressing pride in their ability to exemplify life/work balance to their staff, and to provide support to staff to achieve it. But this was balanced by their acknowledgement that improvements were needed. As previously discussed, 61.6% of the supervisees reported their job-related stress as being 'extremely high' or 'high', and three-quarters of them would like training to handle job-related stress better. In contrast, only about a third of the supervisors reported their job-related stress as 'extremely high' or 'high'; however, as shown in Table 10, they would like more training on how to help supervisees do this better. There is apparently an understanding by most supervisors that their frontline staff are facing much more stress than supervisors and a sense of responsibility to work harder on supporting the staff.

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[40] It should be remembered that individual surveys are generally more reliable in generating honest answers due to their confidential nature. Although we had all group members sign a confidentiality agreement, focus groups are, by nature, less secure in maintaining confidentiality.

- Some supervisors also noted that supervision training had made a difference in how supervisees approach supervision with trained supervisors implementing the tools provided. Specifically, they are now empowered to create their own agendas, and are showing much more confidence that supervision will provide new tools and personal support.

- A few mentioned that having clear organizational structures and/or budgets that allow supervision was a strength in their organization. The majority, however, lacked this strong support as shown by data on the frequency and regularity of supervision and wide complaints about supervision not being a high priority. The lack of a supervision policy in the majority of the participants' (56%) agencies is a focus of improvement.

- Mention was made that supervision is building a bridge between top management, line management and supervisees in line with the mediation function; that supervision is also helping supervisors engage in more self-reflection; and that donors are happy to know of active supervision practices.

- Importantly, it was mentioned by one supervisor that their desire to learn more and being open to improving their supervision skills was strength. Indeed, the desire for more training was widespread among the supervisors, as discussed further under the 'needs' section below.

- Participating supervisors, in general, felt that they would like to play an active role in mainstreaming supervision within the FCF | REACT network and in Cambodia. Their enthusiasm was quite palpable.

Supervisors' Challenges and Needs

Despite the very enthusiastic response to supervision and an overall positive perception of their ability to supervise, the participating supervisors also shared their needs and challenges related to supervision.

- In Table 9, it was shown that supervisors' and supervisees' perceptions about the stressfulness of case categories differed significantly. This has implications on which cases are prioritized in supervision and the type of expertise needed for both groups.

- In Table 10, data show that half or more of the supervisors felt a need for technical training on major areas of expertise, particularly in 'handling difficult cases' (86%), general knowledge and skills (60%), handling job-related stress (60%), etc. Please refer to Table 10.

- In Table 11, many supervisors felt only 'somewhat competent' or 'not competent' in many key areas of social service; and would have difficulty guiding their staff in supervision. They felt especially less competent in performing staff evaluations, demonstrating new knowledge or skills, and critiquing staff demonstrations, all critically important supervision competencies. This gap in expertise is likely contributing to the feedback by some supervisees that their supervisors do not understand or respect their work with clients, and may even heft blame on the workers for case outcomes that differ from their own business-oriented vision. Please refer to Table 11.

- Fleshing out these concerns more, and exploring agency supervision contexts, supervisors shared the following in focus groups:

  - The top challenge shared by a clear majority of the supervisors was time limitation. This is a cross-cutting challenge among all of the research locations, and this was a topic concern expressed by supervisees also. It is also related to high caseloads. One mentioned that their staff have more than twice the ideal caseload per staff, and it is difficult to provide adequate supervision even if the focus is on the most problematic ones. This is highly corroborated by findings in three out of five data collection locations where supervisees reported that high caseloads were reducing the quality of the work.

  - Related to the time limitation, many find it challenging to adhere to a regular supervision schedule. Often, urgent case needs arise and must be dealt with, and cannot wait until regularly scheduled supervision session. One disadvantage of such *ad hoc* supervision was noted as the lack of formal procedures such as simultaneous documentation. Sometimes management request for reports create time crunches that preclude supervision sessions. These findings were also shared by supervisees. Even among agencies with a supervision policy in place, *regular* supervision was noted as one of the top challenges by both groups.

  - Some mentioned that they would like to see supervisees become less suspicious of supervision and invest in supervision with more trust and proactive engagement. Perhaps for the above reason, some supervisors believe that supervisees should also receive training so they are on the same page with regard to expectations and roles in supervision.

  - A clear majority of supervisors also expressed that they need to develop better expertise (knowledge and skills) related to their agency's work in order to assist more effectively with difficult cases. This is clearly supported by data in Table 10 in which 86.7% of the supervisors requested more

training on handling difficult cases as their #1 training need. With only 27.6% of the supervisors being formally trained in social services (social work or psychology), it may be difficult to fill this gap through informal or on-the-job training. For some, this may mean educational retooling and/or field experience for some supervisors to develop the necessary competencies.

- Many would like to learn more about helping with staff's job-related problems due to the bureaucracy within their organization (advocacy skills), and gain better skills to assist with staff's personal problems or make effective referrals (supportive skills).

- There was a wide agreement that the supervisors would like more supervision training, and some specific requests were made, including:

  o More clear 'definition' of supervision, often referring to professionalism over 'cultural' or 'traditional' ways of relating in the supervisory relationship. This professionalism would be enhanced by clear roles of supervisors and supervisees. This concern was also mirrored by supervisees who felt the definition and scope of supervision as the most critical need, and also felt that in some cases supervisors still used a top-down authoritarian model of interaction in supervision.

  o More clinical training (supportive supervision skills such as listening, emotional support, giving encouragement, etc.). To make a comparison with findings in Table 11 where supervisors felt 'very confident' or 'somewhat confident' (total of 97%) in engaging in empathic listening, one should keep in mind active listening is only the first step to effective supportive supervision.[41]

  o How to prioritize and make effective use of limited time.

  o Although many supervisors felt that they were engaged in good self-care, many felt that they needed to develop greater self-awareness and reflective practice.[42]

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[41] As briefly described in the foregoing literature review, supportive supervision also includes giving constructive feedback, guidance for correction actions, and competency in supporting staff's self-care.

[42] Reflective practice in social work means one's ability to honestly evaluate one's attitudes and actions and their impact on the person(s) or environment they are dealing with. See Ferguson, H. (2018). How social workers reflect in action and when and why they don't: The possibilities and limits of reflective practice in social work. *Social Work Education: The International Journal 37* (4), 415-427. Available online at https://www.tandfonline.com/doi/full/10.1080/02615479.2017.1413083

- Other training-related suggestions were more tangible, such as:
  - There should be an annual refresher course after the basic training by FCF | REACT.
  - Training should include real time observations and feedback.
  - In addition to what has already been developed, FCF | REACT should have a supervision checklist and standardized forms and agreement templates.
  - Supervision should be taught in universities as part of curricula.

Key Informant Insights: On this issue of challenges in supervision, some key informants suggested that the role of supervision needs to be elevated to an accountability mechanism, so that funding is premised on and renewed on mandatory supervision. Another mentioned that there is a need for video demonstrations of supervision done in Khmer. This could be used as a training tool to supplement the lectures, forms and tools; and it could also be used in tandem with case studies and supervision role plays. Many experts mentioned the need to teach supervision in all social work training programmes.

RESEARCH QUESTION #5: What are the major achievements and challenges in supervision among the FCF | REACT partner organizations?

There were very open discussions about the achievements and challenges with regard to supervision among the FCF | REACT organizations. In contrast to earlier questions about individual supervisors and supervisees, this question sought to learn about their perceptions and opinions at the agency and network levels.

Achievements in Supervision Among the FCF | REACT Organizations

First, findings from the supervisee groups are presented. They included:

- A good majority of supervisees saw benefits of supervision at the case level, including problem solving in difficult cases, often facilitated by the supervisors' greater expertise and welcoming attitude. Supervision helped to identify gaps in the line worker's knowledge and skills and helped to fill those gaps. They felt that this difference at case level is likely to improve the organization's profile and client outcome.

- Supervision, when well done, was adding a new dimension to their organization's objective to create a better working environment. There was

agreement that supervision provided a forum where staff could share feelings, build relationships, work together in trust, and receive support on personal problems. Learning and applying self-care was also viewed as a positive aspect of supervision.

- Some supervisees from a particular location felt that their voice was important in guiding the development of their organization, because supervisors and management welcomed their input. They were invited to share concerns and ideas regarding agency policy and administration (this was not shared by many others, however).

- Many organizations are undergoing a transformation regarding power relations within the agency, often influenced by empowerment principles learned in supervision training. A few others specifically stated that their supervisors did not abuse their power (although a small minority noted abuse of power as a challenge in the supervisory relationship in Table 8), and in fact, supported them with mental health needs, sometimes making referrals to experts outside the agency when needed.

- Several pointed out that the friendly and genuine personality of the supervisor made a difference in how comfortable they felt about engaging in supervision. As noted by supervisors in Table 8, personality clash or tension in the supervisor/supervisee relationship is a key factor, as is the supervisor's level of motivation.

The supervisors also discussed the achievements they have noted within their own and other FCF | REACT network organizations. Their discussion can be summarized as:

- Supervisors agreed that supervision training was enhancing the agency's working environment where the supportive needs of staff were being enhanced through boosting morale, building trust and confidence, and preventing secondary trauma. Promoting supervisees' self-care was also mentioned as a supervision related achievement.

- Supervisors believed that supervision had already improved the quality of work on individual cases through the new knowledge and skills provided to the line staff and better stress management.

- There was majority agreement that supervision training facilitated by the FCF | REACT network was a major achievement for the network. Many positive comments were made about the benefits of training, including the usefulness of forms, tools, and models of supervision, which gave

confidence to supervisors, helping them learn skills to support the staff and learning to advocate for them.

- Some also felt that belonging to the FCF | REACT network itself was a strength as it is pioneering supervision efforts in Cambodia. Many felt that they were part of a privileged group to be among the first to be trained on supervision in Cambodia – there was a palpable sense of pride.

- The development of supervision policy by some agencies was viewed as another achievement (although implementation needed improvement).

- Mention was made once each on the observation that supervision is building a bridge between top management, line management and line workers; that supervision is also helping supervisors engage in more self-reflection; and that donors are happy to know of active supervision practices.

Key informant interviews pointed out that while supervision had been practiced by a number of agencies, the FCF | REACT initiative was putting supervision on the national discussion radar. Some key informants shared how the MoSVY has agreed to join efforts to roll out training for government social service workforce and viewed this as a notable achievement.

Challenges in Supervision Among the FCF | REACT organizations

Despite the significant achievements in supervision among the FCF | REACT network thus far, it also faces many challenges. This question sought to explore the supervision-related challenges at the agency level (not at the individual level).

The challenges shared by supervisees include:

- The lack of a policy, or the lack of understanding what is in the policy with regards to the definition, purposes, roles, and limitations of supervision.

- The irregularity and unpredictability of supervision sessions. At times supervision seemed to be merely a check-off item, as supervisor sometimes call for a supervision meeting after hours or even on weekends to get it done. For some supervisees, weeks and even months went by without a proper supervision session.

- The need in some organizations for more supportive supervision to enhance a common vision and mutual support. Some frontline staff shared a sense that supervisors did not understand the supervisees' work and attendant challenges, resulting in a feeling of being overburdened on the frontlines.

- Supervision relationships that were awkward due to 'traditional' (vs. professional) approach to discussing problems, gender or age issues.

The supervisors shared the following organizational level challenges:

- The top challenge shared by a clear majority of the supervisors was time limitation available for supervision. This is a cross-cutting challenge among all of the research locations. It is also related to high caseloads. One mentioned that their staff have more than twice the ideal caseload per staff, and it is difficult to provide adequate supervision even if the focus is on the most problematic ones.

- Related to the time limitation, many find it challenging to adhere to a regular supervision schedule. Both the time limitation and the irregularity of supervision has organizational underpinnings, as both supervisors and supervisees complained that supervision is not prioritized enough. Often, urgent case needs arise and must be dealt with, and are not re-visited at a regularly scheduled supervision session. One disadvantage of such *ad hoc* supervision was noted as the lack of formal procedures such as simultaneous documentation and planning. Sometimes management request for reports create time crunches that preclude supervision sessions.

- Some agencies do not yet have supervision policies, and even when they do, they are not followed well.

- Agency bureaucracy sometimes makes it difficult to address supervisee's work-related problems or supportive needs (heavy demand on record keeping, lack of promotions, etc.).

- The acutely felt lack of technical expertise, especially relevant to some of the most challenging cases, is affecting supervision network-wide. This is a challenge that needs to be the focus of strategic planning in terms of recruitment, hiring and promotion policies to rapidly enhance baseline expertise.

- There is limited awareness regarding the benefits and procedures of supervision. A few supervisors expressed that since supervision is relatively new in many organizations, it will take time for supervisees to feel comfortable bringing problems to discuss with their supervisors. Hence, some frontline workers are still suspicious or defensive, and are not able to accept constructive feedback.

- Perhaps for the above reason, some supervisors believe that supervisees should also receive training so they are on the same page with regard to expectations and roles in supervision.

- The network partners seem to be struggling with the proportion of older, qualified and experienced supervisors in their agencies. Many older workers, with relatively long years of service are not serving as supervisors and this is creating a generational problem in some agencies. Some younger supervisors find it difficult to supervise someone who is older or is a personal friend, even when the supervisors have greater expertise.

Key Informant Insights: Some key informants pointed out that the FCF | REACT effort had been an important start for Cambodia, but it has only reached a very small proportion of the social service sector in the nation. Further, they felt that a 3-day training is not sufficient to internalize all of the necessary knowledge and skills to produce effective supervisors. They hoped that in the future funding would be available to extend the training for additional hands-on coaching and longer term mentoring, as well as for training supervisees to maximize the benefits of supervision.

RESEARCH QUESTION #6: What are some essential steps to be taken to mainstream social service supervision within the FCF | REACT network, and nationally?

Mainstreaming at the Network Level

The participants voiced strong support for mainstreaming supervision among the FCF | REACT network. The steps, synthesized here from many different comments, would involve:

1) Learn from this project what are the strengths and needs of supervisors and supervisees, and their organizations; then implement the recommendations throughout the network.

2) Ensure that each agency completes or develops their supervision policy, using the templates provided by the network. Since there are many existing policies at various agencies already, pool them together and create a new 'ideal' policy for the network.

3) Share standardized tools, forms and procedures for supervision, including planning forms, documentation procedures, etc.

4) Create a system of information sharing and mentoring among the network members. Some of the more senior supervisors could do more in-depth training and mentoring as Save the Children staff is working on casting the net wider and collaborating with the government.

5) Develop a culture of respecting supervision as a mandatory requirement, and perhaps a required element of grants and contracts.

Mainstreaming at National Level

Opinion of Focus Group Participants: For the discussion of mainstreaming supervision at the national level, the research participants clearly saw the FCF | REACT network providing the impetus and leadership throughout the process toward achieving national standards. This was largely due to their positive experience in the FCF | REACT supervision training and what they were able to implement back in their agencies. They saw their experiences as captured in the research as informing the standardized policy, and they – especially the trained supervisors – saw their role as trainers for other NGO and government sectors. These are indications that the FCF | REACT supervisors feel a strong sense of ownership and responsibility toward national mainstreaming.

Opinion of Key Informants: Many key informants expressed concern that the thousands of government social service staff were not receiving supervision other than perhaps to be disciplined through the administrative function. In terms of the other functions of supervision, such as enhancing quality of service through the educational function, providing emotional support, and advocating for a transparent and merit-based system, they are lacking in their opinion. However, there was some discussion that MoSVY planned to join efforts with FCF | REACT to train their staff later in 2020, and supervision will become an integral part of increasing transparency and accountability in government services. As one indication of initiating this process, 17 professional social workers had been placed in government offices and the current plan is to hire them as civil servants or contract workers as an initial cadre of core trainers and supervisors. The need for an overarching multi-year plan to recruit, train, and nurture the workforce, both in civil society and government was strongly emphasized by the key informants.

Steps to Mainstreaming Supervision at National Level: The focus group participants and key informants were also very strong in their support of national supervision standards, although pointing out that the standards would need to allow for specific agency contexts. Those mainstreaming steps would involve (synthesized from many comments):

1) Under MoSVY leadership, nation-wide awareness raising campaign should be initiated, to increase public demand for this accountability mechanism in social services.

2)   Starting immediately, there should be a strong push to increase enrollment of students entering social work and related professions, to strengthen the workforce and create a pipeline of excellent supervisors.

3)   Universities and other social service training programmes should include supervision as part of their curriculum. Ideally this would be a stand-alone course, but even a few sessions would be helpful combined with receiving good supervision in their field placements.

4)   MoSVY should make a concerted effort to fill civil service slots with well-trained social workers for both frontline and supervisory positions as appropriate to their training and experience.

5)   A task force of national social service experts should work with the professional association of social workers to review existing supervision policies and draft a template for national consultations, led by an international social work expert.

6)   After sufficient consultation, the draft national supervision standards should be adopted by MoSVY and tested among its social service employees.

7)   After a testing period a follow-up evaluation of the standards should be done and revised according to the evaluation team's recommendations; then the standards should be approved as a *prakas* to apply to all social service workforce.

RESEARCH QUESTION #7: Assuming national supervision standards can be achieved, how will they be enforced?

To the question of how the national supervision standards (if adopted) could be enforced, focus group participants and key informants offered the following ideas, in synthesized form:

1)   Once the national supervision standards are adopted, there should be training for everyone to be familiar with it and to be held accountable to it. Training of government staff should be done by FCF | REACT in collaboration with MoSVY and perhaps academia.

2)   Educational institutions should incorporate a course on supervision, based on the standards.

3)   The standards should be reviewed once a year and revised if needed.

4) The standards themselves should include authority for enforcement of the standards. There should be a budget for enforcing it by a person or group. Some felt that the Ministry should enforce it among government staff, and some felt that there should be a multi-sectoral national ethics committee for social service workforce that ensures compliance, and is supported by MoSVY. Most felt that this issue can be addressed at the time that supervision standards are being discussed.

IV. CONCLUSION

This research project sought to answer essential questions related to the strengths and challenges related to supervision practices at the level of individual supervisees and supervisors within the FCF | REACT network, as well as the strengths and challenges related to supervision at the organizational and network levels. The data were collected through the use of individual surveys, focus group discussions, and key informant interviews, based on seven research questions designed to explore the answers. The data were analyzed using STATA for quantitative data and thematic coding and analysis for qualitative data. Confidentiality protocols were meticulously followed. Detailed findings are shared throughout this report, while overall findings and recommendations are presented in the Executive Summary. It is hoped that the report will contribute to the wide and effective use of supervision throughout Cambodia's social service sector.

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ការស្ទង់មតិអំពីការធ្វើស៊ុពែរវីហ្ស៊ិន (SUPERVISION) របស់កម្មវិធី FCF ǀ REACT

សម្រាប់សូបែរវ៉ាយហ្ស៊ី (អ្នកដែលធ្វើការនៅជួរមុខ)

ផ្នែកទី ១៖ កត្តាប្រជាសាស្ត្រ

1. ឈ្មោះ៖	2. យេនឌ័រ៖ ប្រុស ឬ ស្រី	3. អាយុ៖ .... ឆ្នាំ	4. ទីតាំង៖ ▢ ភ្នំពេញ ▢ កណ្តាល ▢ សៀមរាប ▢ បាត់ដំបង ឬ ▢ ព្រះសីហនុ
5. ស្ថាប័ន៖	6. តួនាទី៖ ____សូបែរវ៉ាយហ្ស៊ីរ (Supervisor) ____បុគ្គលិកធ្វើការក្រោមខ្សែបណ្តោយ (Line worker)	7. ចំនួនឆ្នាំដែលធ្វើការក្នុងតួនាទីបច្ចុប្បន្ន៖	

8. កម្រិតវប្បធម៍ខ្ពស់បំផុត៖ ____វិទ្យាល័យ ____បានចូលរៀនចំនួន ____ ឆ្នាំនៅមហាវិទ្យាល័យ ____បរិញ្ញាប័ត្ររង (2 ឆ្នាំ) ____បរិញ្ញាប័ត្រ ____អនុបណ្ឌិត ____បណ្ឌិត	9. វិស័យការងារបច្ចុប្បន្ន៖ ___រដ្ឋាភិបាល ____អង្គការមិនមែនរដ្ឋាភិបាល ___អង្គការសហគមន៍ (CBO) ____ផ្សេងៗ
	10. កិច្ចការងារផ្តោតជាចម្បងនៃការងារបច្ចុប្បន្ន ____ កិច្ចការពារកុមារ និងសុខុមាលភាពកុមារ ____ ពលកម្មកុមារ និងការជួញដូរកុមារ ____ ផ្សេងៗ (សូមបញ្ជាក់ឱ្យបានច្បាស់លាស់)៖ _____
11. សញ្ញាប័ត្រខ្ពស់បំផុតរបស់អ្នកចំពោះផ្នែក៖ ____សង្គមវិទ្យា ____ចិត្តវិទ្យា ____សង្គមកិច្ចវិទ្យា ____អប់រំ ____ផ្សេងៗ (តើជាអ្វី?) _____	12. ចំនួនឆ្នាំសរុបនៃបទពិសោធន៍ធ្វើការវិស័យកសេវាសង្គម ____1-3 ឆ្នាំ ____3-6 ឆ្នាំ ____6-10 ឆ្នាំ ____10-15 ឆ្នាំ ____15-20 ឆ្នាំ

	____លើសពី 20 ឆ្នាំ

13. តើអ្នកធ្លាប់បានចូលរួមក្នុងសកម្មភាពណាមួយដូចខាងក្រោមនេះដែរឬទេ? (សូមគូសរង្វង់នៅលើពាក្យ បាន ឬ អត់)

ការស្រាវជ្រាវបែបសកម្មភាពអំពីការធ្វើស៊ុពែរវិហ្ស៊ិនបែបគ្លីនិក

(Clinical Supervision) ជាមួយរ៉ាហ្គាម៉ាហ្វ៊ីន (Ragamuffin)	បាន	អត់
ការបណ្ដុះបណ្ដាលអំពីស៊ុពែរវិហ្ស៊ិន ដោយ FCF I REACT	បាន	អត់
ការបណ្ដុះបណ្ដាលអំពីស៊ុពែរវិហ្ស៊ិន (Supervision) ដោយ TPO	បាន	អត់
ការបណ្ដុះបណ្ដាលឡេ្យងទៀតអំពីស៊ុពែរវិហ្ស៊ិន (supervision)	បាន	អត់

បើបាន តើនរណាជាអ្នកផ្ដល់ការបណ្ដុះបណ្ដាលនេះ? _____

តើសរុបមានចំនួនប៉ុន្មានម៉ោងដែរ? _____

វគ្គទី II៖ បរិបទស្ថាប័ន៖ (អំពីស្ថាប័នរបស់អ្នក)

14. តើស្ថាប័នអ្នកមានគោលនយោបាយជា លាយលក្ខណ៍អក្សរ អំពីស៊ុពែរវិហ្ស៊ិន (supervision) ដែរឬទេ?

14b. គោលនយោបាយនេះបានលើកឡើងអំពី

(សូមគូសលើរាល់ចំណុចទាំងឡាយណាដែលមានចែងនៅក្នុងគោលនយោបាយ)៖

____ភាពញឹកញាប់ និងរយៈពេលនៃការធ្វើស៊ុពែរវិហ្ស៊ិន

____ប្រភេទនៃការធ្វើស៊ុពែរវិហ្ស៊ិន (types of supervision) (បុគ្គលម្នាក់ៗ ក្រុម សហការី ពីចម្ងាយជាដើមៗល�។)

____ការទទួលខុសត្រូវរបស់ស៊ុពែរវ៉ាយហ្ស៊័រ (supervisors) និងស៊ុពែរវ៉ាយហ្ស៊ី (supervisees)

____ការរក្សាការសម្ងាត់នូវព័ត៌មានដែលបានពិភាក្សាក្នុងពេលធ្វើស៊ុពែរវិហ្ស៊ិន

____ការធ្វើកំណត់ត្រាអំពីការធ្វើស៊ុពែរវិហ្ស៊ិនដើម្បីរក្សាទុកជាឯកសារ

____ការដោះស្រាយបញ្ហាវិលោភបំពានគោលនយោបាយរបស់ស្ថាប័នឬក្រុមសីលធម៌វិជ្ជាជីវៈ

14c. គោលនយោបាយស្ដីពីការធ្វើស៊ុពែរវិហ្ស៊ិន (supervision Policy)

ត្រូវបានពិនិត្យកែសម្រួលឡេ្យងវិញទៅតាមកាលកំណត់ ហើយមានការចូលរួមពីបុគ្គលិក

___ចាស/បាទ! យ៉ាងហោចណាស់មួយឆ្នាំម្ដង	___ទេ
___ចាស/បាទ! ប៉ុន្តែមិនមែនរាល់ឆ្នាំទេ	___ខ្ញុំមិនដឹង

15. ស្ថាប័នរបស់ខ្ញុំមានការពិពណ៌នាអំពីភារកិច្ច និងការទទួលខុសត្រូវរបស់ខ្ញុំ (job description)ជាលាយលក្ខណ៍អក្សរ ច្បាស់លាស់។

   ___ចាស/បាទ   __ទេ   ___ខ្ញុំអត់ដឹង

16. ស្ថាប័នរបស់ខ្ញុំមានគោលនយោបាយច្បាស់លាស់ជា លាយលក្ខណ៍អក្សរ ស្តីពីការដំឡើងតំណែងនិងឡើងប្រាក់ខែ។

   ___ចាស/បាទ   ___ទេ   ___ខ្ញុំអត់ដឹង

17. ស្ថាប័នរបស់ខ្ញុំមានគោលនយោបាយជា លាយលក្ខណ៍អក្សរ ស្តីពីការមិនរើសអើងបុគ្គលិកនិងអតិថិជន។

   __ចាស/បាទ __ទេ

18. គោលនយោបាយរបស់ស្ថាប័នខ្ញុំស្តីពី ការចំណាយ ចំពោះការឈប់សម្រាកដោយសារបញ្ហាសុខភាពផ្លូវចិត្ត គឺៈ

   ___ គ្មានការបើកប្រាក់ឈ្នួលជូនទេ ចំពោះការឈប់សម្រាកដោយសារបញ្ហាសុខភាពផ្លូវចិត្ត ___

   មានលើសពី១ថ្ងៃក្នុងមួយខែ

   ___ មាន១ថ្ងៃក្នុងមួយខែ   ___ ខ្ញុំអត់ដឹង

19. ខ្ញុំដឹងអំពីវិន័យសមត្ថកិច្ចការងារនៅក្នុងស្ថាប័នរបស់ខ្ញុំ។   ___ចាស/បាទ   ___ទេ

20. ស្ថាប័នរបស់ខ្ញុំផ្តល់នូវពេលវេលានិងធនធានដល់ស៊ុបភើរ៉ាយហ្សឺរ (supervisors) ដើម្បីជួយឱ្យការធ្វើស៊ុបភើរ៉ាយហ្សឺន ដំណើរការបានប្រកបដោយគុណភាព។

   ___ចាស/បាទ   ___ទេ   ___ខ្ញុំអត់ដឹង

21. ស្ថាប័នរបស់ខ្ញុំផ្តល់នូវរកន្លែងដែលមានភាពឯកជនសម្រាប់ធ្វើស៊ុបភើរ៉ាយហ្សឺន (supervision)។ ____ចាស/បាទ   ____ទេ

22. ស្ថាប័នខ្ញុំមានកុំព្យូទ័រនិងសម្ភារផ្សេងៗទៀតសម្រាប់ការបណ្ណុះបណ្ណាល។

   ___ ចាស/បាទ   ___ទេ

23. ប្រភេទនៃការធ្វើស៊ុបភើរ៉ាយហ្សឺន (supervision) ដែលបានផ្តល់ជូនដោយស្ថាប័ន

(សូមគូសជើកចំពោះចំណុចទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)ៈ

   ___មួយទល់មួយ (មួយទល់មុខទល់មុខគ្នានឹងស៊ុបភើរ៉ាយហ្សឺរ)   ___ក្រុម

(បុគ្គលិកច្រើននាក់ជាមួយនឹងស៊ុបភើរ៉ាយហ្សឺរម្នាក់)

___ដោយសហការីដែលមានមុខតំណែងប្រហាក់ប្រហែលគ្នា ដោយគ្មានស៊ុពែរវីហ្សិន ___ពីចម្ងាយ (តាម skype ឬទូរស័ព្ទ)

___ពីខាងក្រៅ (ដោយស៊ុពែរវ៉ាយហ្សឺរដែលមកពីស្ថាប័នផ្សេង)

24. ការធ្វើស៊ុពែរវីហ្សិន (Supervision) ត្រូវបានប្រើប្រាស់នៅក្នុងស្ថាប័នរបស់ខ្ញុំដើម្បី (ចូរបង់លេខ: 1=មានអាទិភាពខ្ពស់, 2=មានអាទិភាពមធ្យម, ឬ 3=មានអាទិភាពទាប)៖

___ដោះស្រាយនូវបញ្ហានានាពាក់ព័ន្ធលទ្ធផលរបស់អតិថិជន   ___ដោះស្រាយនូវបញ្ហាការផ្តល់នូវសម្ភារអប់រំ

___ដោះស្រាយនូវបញ្ហាស្តីពីចំនួនអតិថិជនដែលបានផ្តល់សេវាជូន

___ដោះស្រាយនូវបញ្ហាបង្រៀនពីជំនាញពាក់ព័ន្ធនឹងការងារ

___ដោះស្រាយនូវបញ្ហាថវិកាមានកម្រិត   ___ដោះស្រាយនូវភាពតានតឹងផ្លូវចិត្តពាក់ព័ន្ធនឹងការងារ

___កែតម្រូវកំហុសឆ្គងរបស់បុគ្គលិក   ___ផ្តល់នូវការគាំទ្រផ្លូវចិត្ត

វគ្គ III៖   ទំនាក់ទំនងនៃការធ្វើស៊ុពែរវីហ្សិន៖

25. ខ្ញុំមានស៊ុពែរវីហ្សឺជាក់លាក់៖

___ចាស/បាទ   ___ទេ   ___ខ្ញុំអត់ដឹង

26. ជាមធ្យម ស៊ុពែរវីហ្សឺរបស់ខ្ញុំមានបទពិសោធន៍ ____ឆ្នាំក្នុងការផ្តល់សេវាសង្គម:

___តិចជាង១ឆ្នាំ   ___៥ទៅ១០ឆ្នាំ   ___ខ្ញុំអត់ដឹង

___១ទៅ២ឆ្នាំ   ___១០ទៅ២០ឆ្នាំ

___៣ទៅ៥ឆ្នាំ   ___ច្រើនជាង២០ឆ្នាំ

27. បើធៀបជំនាញជាងករទេសរបស់ស៊ុពែរវ៉ាយហ្សឺរខ្ញុំក្នុងការធ្វើការងារជាមួយប្រភេទនៃករណីផ្សេងៗ ជាមួយនឹងការងារដែលខ្ញុំធ្វើ គឺ៖

___ប្រសើរជាងខ្ញុំខ្លាំង___ប្រហាក់ប្រហែលនឹងខ្ញុំ

___ប្រសើរជាងខ្ញុំខ្លះ   ___តិចជាងខ្ញុំ

28. ខ្ញុំទាក់ទងជាមួយស៊ុពែរវ៉ាយហ្សឺរ (supervisor) របស់ខ្ញុំតាមរយៈ:

(សូមគូសផ្ទឹកចំពោះចំណុចទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)

___ការជួបមុខផ្ទាល់មួយទល់មួយ   ___ស្កាយ (Skype)

___ជាក្រុម   ___អ៊ីម៉ែល (Email)

___ទូរស័ព្ទ ឬផ្ញើសារ

29. ខ្ញុំមានកាលវិភាគជួបធ្វើស៊ូភើវីហ្សិន ជាទៀងទាត់ជាមួយស៊ូភើវាយហ្សើរ របស់ខ្ញុំ៖

    ___ចាស/បាទ   ___ទេ

30. ជាមធ្យម ភាពញឹកញាប់នៃវគ្គធ្វើស៊ូភើវីហ្សិន (supervision) របស់ខ្ញុំគឺ៖

    ____លើសពីម្តងក្នុងមួយសប្តាហ៍

    ____ម្តងក្នុងមួយសប្តាហ៍

    ____រៀងរាល់ពី 2 ឬ 3 សប្តាហ៍ម្តង

    ____ម្តងក្នុងមួយខែ

    ____តិចជាងម្តងក្នុងមួយខែ

    ____ផ្សេងៗ (សូមបញ្ជាក់ឲ្យបានច្បាស់លាស់)៖ _____

31. ជំនួបស៊ូភើវីស្សិនជាមធ្យមប្រើពេលអស់ប្រហែល _____ នាទី។

32. តើនរណាជាអ្នកសម្រេចអំពីប្រធានបទក្នុងពេលធ្វើស៊ូភើវីហ្សិន?

    ___ ស៊ូភើវាយហ្សើរ   ___ ស៊ូភើវីហ្សី៉   ___ទាំងពីរនាក់

33. ប្រសិនបើខ្ញុំមានកំហុសណាមួយចំពោះករណីណាមួយ ភាគច្រើនខ្ញុំ (សូមជ្រើសរើសចម្លើយមួយ)

    ___ ប្រាប់ស៊ូភើវាយហ្សើរខ្ញុំ ហើយស្វែងរកយោបល់ណែនាំពីគាត់

    ___ ព្យាយាមដោះស្រាយវាដោយខ្លួនឯងដោយមិនប្រាប់ស៊ូភើវាយហ្សើរខ្ញុំទេ

    ___ ធ្វើមិនដឹងមិនឮ ហើយបន្តធ្វើការទៅមុខទៀត

34. ដាក់ពិន្ទុពីទំនាក់ទំនងនៃស៊ូភើវាយហ្សើរ (supervisory) របស់អ្នកចំពោះចំណុចនីមួយៗខាងក្រោមនេះ៖

    (5 = ល្អណាស់, 4 = ល្អ, 3=មធ្យម, 2=មិនល្អ, 1= មិនល្អខ្លាំង)

    ___ ជឿជាក់គ្នាទៅវិញទៅមក   ___ គោរពគ្នាទៅវិញទៅមក

    ___ មានអារម្មណ៍ល្អជាមួយគ្នាទៅវិញទៅមក

    ___ មានការសហប្រតិបត្តិការគ្នាល្អ (មានការផ្តល់ជាតុចូលក្នុងការដោះស្រាយបញ្ហា)

___ មានស្វ័យភាព (សេរីភាពនិងឯករាជ្យ)

___ មានអារម្មណ៍ថាមានសន្តិសុខនិងសុវត្ថិភាព

35. តើមានកត្តាណាខ្លះ ក្នុងចំណោមកត្តាខាងក្រោម ដែលជាបញ្ហាប្រឈមនៅក្នុងទំនាក់ទំនងស៊ុពែវីស្យិន របស់អ្នក?
(សូមគូសចម្លើយទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)

___ យេនឌ័រផ្សេងគ្នា   ___ តវិយាបទរបស់ស៊ុពែវីស្យ័រចំពោះខ្ញុំ

___ ស៊ុពែវីស្យ័រ (Supervisor) ក្មេងជាងខ្ញុំ   ___ វិលោភៈជនសមត្ថកិច្ច/អំណាច

___ ភាពខុសគ្នាផ្នែកវប្បធម៌និងសង្គម   ___ ការទាក់ទាញ/ការប៉ុនប៉ងផ្លូវភេទ

___ ជំនាញឯកទេសរបស់ស៊ុពែវីស្យ័រខ្សោយ   ___ ផ្សេងៗ (សូមពន្យល់)៖ _____

36. ស៊ុពែវីស្យ័ររបស់ខ្ញុំគឺ៖ (សូមជ្រើសរើសចម្លើយមួយ)

___ អ្នកខាងក្នុង (នៅក្នុងស្ថាប័នជាមួយខ្ញុំ)

___ អ្នកខាងក្រៅ (នៅស្ថាប័នខុសពីខ្ញុំ)

___ ខ្ញុំគ្មានស៊ុពែវីស្យ័រទេ

36a. បើសិនជាអ្នកមានស៊ុពែវីស្យ័រដែលជាមនុស្សមកពីស្ថាប័នខាងក្រៅ សូមពន្យល់ពីមូលហេតុ៖

វគ្គទី IV៖ កត្តាផ្សេងៗអំពីស៊ុពែវីស្យ័រ (Supervisee)

37. ខ្ញុំមានអារម្មណ៍ថាកម្រិតនៃភាពគាំទ្រនិងផ្ដល់វិត្តរបស់ខ្ញុំពាក់ព័ន្ធនឹងការងារ គឺ៖

___ ខ្ពស់ខ្លាំងជាទីបំផុត   ___ ទាប

___ ខ្ពស់   ___ ទាបខ្លាំងជាទីបំផុត

___ មធ្យម

38. តើអ្នកអនុវត្តវិធីសាស្ត្រថែទាំខ្លួនឯងបានកម្រិតណាដែរ (ដូចជាហាត់ប្រាណ លប់សម្រាក ចូលរួមធ្វើអ្វីដែលជាចំណង់ចំណូលចិត្តជាដើមៗល។)?

___ លើសពីគ្រប់គ្រាន់   ___ គ្រប់គ្រាន់   ___ មិនគ្រប់គ្រាន់

39. ប្រព័ន្ធគាំទ្រសង្គមរបស់ខ្ញុំគឺ (សំដៅលើ មនុស្សដែលអ្នកអាចនិយាយជាមួយបានអំពីបញ្ហា)៖

___ រឹងមាំណាស់   ___ រឹងមាំមធ្យម   ___ មិនរឹងមាំទេ

40. ភាពជឿជាក់លើខ្លួនឯងរបស់ខ្ញុំអំពីសមត្ថភាពផ្ទាល់ខ្លួនក្នុងការបំពេញការងាររបស់ខ្ញុំ គឺៈ

___ ខ្ពស់ខ្លាំងជាទីបំផុត   ___ ទាប

___ ខ្ពស់   ___ ទាបខ្លាំងជាទីបំផុត

___ មធ្យម

41. ចំពោះការងាររបស់ខ្ញុំ ខ្ញុំមាន (សូមជ្រើសរើសចម្លើយមួយ)ៈ

___ ភាពងាករាល្យច្រើនណាស់ចំពោះកាលវិភាគធ្វើការរបស់ខ្ញុំនិងរបៀបដែលខ្ញុំធ្វើអ្វីៗ

___ ភាពងាករាល្យខ្លះ   ___ គ្មានភាពងាករាល្យទេ

42. ខ្ញុំចង់ប្រើប្រាស់ការធ្វើស្វ័យភិវឌ្ឍន៍ដើម្បីរៀនបន្ថែមទៀតពី(សូមគូសចម្លើយទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)ៈ

___ ការគ្រប់គ្រងពេលវេលា

___ ការរៀបចំចងក្រងរក្សាទុកជាឯកសារ

___ ការដោះស្រាយចំពោះករណីអតិថិជនលំបាកៗ

___ ចំណេះដឹងនិងជំនាញបន្ថែមជាទូទៅ

___ ការដោះស្រាយភាពតានតឹងផ្លូវចិត្តចំពោះការងារ

___ ការដោះស្រាយភាពតានតឹងផ្លូវចិត្តចំពោះរឿងផ្ទាល់ខ្លួន

___ ការចុះសម្រុងគ្នាជាមួយមិត្តរួមការងារ

___ការតស៊ូមតិឱ្យមានបរិយាកាសការងារប្រសើរជាងនេះ

___ ការតស៊ូមតិឱ្យមានធនធានសម្រាប់អតិថិជន

43. ពាក់ព័ន្ធនឹងការធ្វើស្វ័យភិវឌ្ឍន៍ពីខាងក្រៅ (ការធ្វើស្វ័យភិវឌ្ឍន៍ដោយនរណាម្នាក់ដែលនៅក្រៅពីស្ថាប័នអ្នក)ៈ

___ ខ្ញុំចង់ឱ្យមានការធ្វើស្វ័យភិវឌ្ឍន៍ទាំងអស់ពីខាងក្រៅ ___ខ្ញុំចង់ឱ្យមានស្វ័យភិវឌ្ឍន៍ពីខាងក្នុងខ្លះ ពីខាងក្រៅខ្លះ

___ ខ្ញុំចង់ឱ្យមានការធ្វើស្វ័យភិវឌ្ឍន៍ ទាំងអស់ពីខាងក្នុង

    43a. សូមពន្យល់ពីមូលហេតុៈ

_____

_____

_____

44.

    សូមចាត់ចំណាត់ថ្នាក់ចំពោះគំរូនៃការធ្វើស្វ័យភិវឌ្ឍន៍ខាងក្រោមនេះទៅតាមលំដាប់លំដោយនៃអាទិភាពដែលអ្នកចង់បា

នសម្រាប់ការធ្វើសុំភើវិហ្ស៊ិនថ្នាល់របស់អ្នក។ (1=ជម្រើសទី១ 2=ជម្រើសទី២ 3=ជម្រើសទី៣ 4=ជម្រើសទី៤
5=ជម្រើសចុងក្រោយ)

___ មួយទល់មួយជាមួយសុំភើវិឡ្សប្បើរ   ___ អេឡិចត្រូនិច (ការទូរស័ព្ទ, ផ្ញើសារ)

___ ក្រុម (មានសុំភើវិឡ្សប្បើរម្នាក់)   ___ គ្មានការធ្វើសុំភើវិឡ្សិនអ្វីទាំងអស់

___ មិត្ត (សហការី ហើយគ្មានសុំភើវិឡ្សប្បើរទេ)

45. កន្លងមក គំនិតរបស់ខ្ញុំពីការធ្វើសុំភើវិឡ្សិន (supervision) ជាទូទៅ គឺៈ

___ វាបានជួយច្រើនណាស់   ___ បានជួយតិចតួច

___ បានជួយខ្លះដែរ   ___ អាក្រក់ជាងគ្មានទៀត

46. តើអ្នកចង់បានវគ្គបណ្ណុះបណ្ណាលពីរបៀបបទទួលបានផលឲ្យបានច្រើនពីការធ្វើសុំភើវិឡ្សិនដែរឬទេ?

___ ចាស/បាទ   ___ ទេ

វគ្គទី V៖ បរិបទនៃការធ្វើសុំភើវិឡ្សិន

47. តើមានចំណុចណាខ្លះនៅខាងក្រោមនេះ ដែលអតិថិជនបច្ចុប្បន្នរបស់អ្នកបានឆ្លងកាត់?
(សូមគូសចម្លើយទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)

___ ការរំលោភបំពានលើរាងកាយកុមារ   ___ អំពើហិង្សាក្នុងគ្រួសារ

___ ការរំលោភបំពានផ្លូវភេទកុមារ   ___ ជំងឺផ្លូវចិត្ត

___ ការរំលោភបំពានផ្លូវចិត្ត/ជាពាក្យសម្ដីចំពោះកុមារ   ___ ការបំពានសារធាតុញៀន

___ ការមិនអើពើចំពោះកុមារ   ___ ពិការភាព

___ ការជួញដូរ/កេងប្រវ័ញ្ចកុមារ   ___ គ្មានជម្រក

___ យុត្តិធម៌អនីតិជន   ___ ផ្សេងៗៈ _____

___ កុមារដែលជាជនរងគ្រោះនៃអំពើហិង្សា

___ កុមារនៅក្នុងការថែទាំជំនួស

48. សូមដាក់ពិន្ទុចំពោះសមត្ថភាពរបស់អ្នកដែលអ្នកមានអារម្មណ៍ថាខ្លួនមាន ចំពោះការដោះស្រាយក់ព័ន្ធនឹងៈ
(1=មានសមត្ថភាពខ្លាំងណាស់; 2=មានសមត្ថភាពដែរ; 3=គ្មានសមត្ថភាពទេ)

___ ការរំលោភបំពានលើរាងកាយកុមារ   ___ ការជួញដូរ/កេងប្រវ័ញ្ចកុមារ

___ ការរំលោភបំពានផ្លូវភេទកុមារ   ___ ការថែទាំជំនួស

___ ការរំលោភបំពានផ្លូវចិត្ត/ជាពាក្យសម្ដីចំពោះកុមារ   ___ យុត្តិធម៌អនីតិជន

___ ការមិនអើពើចំពោះកុមារ   ___ កុមារដែលជាជនរងគ្រោះនៃអំពើហិង្សា

___ អំពើហិង្សាក្នុងគ្រួសារ   ___ ពិការភាព

___ ជំងឺផ្លូវចិត្ត   ___ គ្មានជម្រក

___ ការបំពានសារធាតុញៀន   ___ ផ្សេងៗ៖ _____

49. តើអ្នកមានការទានគឺងផ្លូវចិត្តកម្រិតណាដែរ ពេលធ្វើការជាមួយអតិថិជនដូចខាងក្រោមនេះ?

(1=ទានគឺងផ្លូវចិត្តខ្លាំងបំផុត, 2= ទានគឺងផ្លូវចិត្តដែរ, 3=អត់ទានគឺងផ្លូវចិត្តទេ)

___ កុមារងងគ្រោះពីការរំលោភបំពាន/ការមិនអើពើ   ___ អ្នកថែទាំដែលបំពានសារធាតុញៀន

___ អតិថិជនដែលមានបញ្ហាឫត្តម៍អនីតិជន   ___ អ្នកថែទាំដែលមានបញ្ហាសុខភាពផ្លូវចិត្ត

___ កុមារ/យុវជនដែលមានបញ្ហាផ្លូវចិត្ត   ___ អ្នកថែទាំដែលពុំទទួលបានការលើកទឹកចិត្ត

___ កុមារ/យុវជនដែលមានពិការភាព   ___ អតិថិជនដែលធ្លោនាវក្រេវក្រោធ/វឹងវុស

___ ជនរងគ្រោះពីការជួញដូរ/ការកេងប្រវ័ញ្ច   ___ អតិថិជនដែលមានសមត្ថភាពបញ្ញាទាប

___ កុមារនៅក្នុងមណ្ឌលថែទាំ   ___ អតិថិជនដែលមានការទាមទារខ្ពស់ហួសហេតុ

___ អ្នកថែទាំដែលមានអំពើហិង្សាក្នុងគ្រួសារ   ___ ផ្សេងៗ៖ _____

50. តើអ្នកមានភាពជឿជាក់លើខ្លួនឯងកម្រិតណាដែរ ក្នុងការប្រាស្រ័យទាក់ទងជាមួយនឹង៖

(1=ជឿជាក់ខ្លាំងណាស់; 2=ជឿជាក់ដែរ; 3=មិនជឿជាក់ទេ)

___ អ្នកជំនាញវិជ្ជាជីវៈផ្នែកវេជ្ជសាស្ត្រ   ___ អ្នកជំនាញផ្នែកសុខភាពផ្លូវចិត្ត

___ ប៉ូលីស/អ្នកអនុវត្តន៍ច្បាប់   ___ អ្នកជំនាញផ្នែកការបំពានសារធាតុញៀន

___ តុលាការនិងកម្លាំងការងារផ្នែកប្រព័ន្ធយុត្តិធម៌   ___ អ្នកជំនាញផ្នែកអំពើហិង្សាក្នុងគ្រួសារ

___ បុគ្គលដែលធ្វើការផ្នែកយុត្តិធម៌អនីតិជន

51. តើបញ្ហាណាខ្លះ ក្នុងចំណោមបញ្ហាខាងក្រោម ដែលអ្នកកំពុងជួបប្រទះនៅក្នុងការងាររបស់ខ្លួន?

(សូមគូសរាល់ចម្លើយទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)

___ អតិថិជនរស់នៅឆ្ងាយ   ___ ទំហំករណីដែលត្រូវធ្វើគឺធំពេក

___ ពុំមានការផ្តត់ផ្គង់គ្រប់គ្រាន់   ___ ត្រូវការសម្ភារ ទឹកលុយសម្រាប់ធ្វើការ

___ ការគាំទ្រផ្នែកធ្វើដំណើរមិនគ្រប់គ្រាន់   ___ ផ្សេងៗ៖

___ ត្រូវការនូវការគាំទ្រផ្នែកប្រាស្រ័យទាក់ទង

52. សូមបន្ថែមយោបល់ផ្សេងៗថែមទៀតដែលអ្នកមានអំពីតម្រូវការចំពោះការធ្វើស៊ុពែរវីហ្ស៊ិន (supervision) ឬអំពីរបៀបដែលការធ្វើស៊ុពែរវីហ្ស៊ិន (supervision) អាចជួយអ្នកបានចំពោះការងាររបស់អ្នក។

យោបល់៖

សូមអរគុណ!!

FCF | REACT SUPERVISION SURVEY
For Supervisees (Frontline Workers)

SECTION I: DEMOGRAPHICS

1. Name:	2. Gender: **M or F**	3. Age: years	4. Work Location:
5. Organization:	6. Position: ___Supervisor ____Line Worker		7. Years in current position:

8. Highest level of Education ___Secondary School ___Attended ___ yrs of University ___Associate degree (2 years) ___Bachelor's degree ___Master's degree ___Ph.D. or other doctorate degree	9. Current job sector ___Government ____NGO ___CBO ____Other
11. Your highest degree is in: ___Sociology ___Psychology ___Social Work ___Education ___Other (what)_____	**10. Primary focus of current work** ____ child protection/child welfare ____ child labour and trafficking ____ other (please specify):
	12. Total Social Service Experience ____1-3 years ____3-6 years ____6-10 years ____10-15 years ____15-20 years ____More than 20 years

13. Have you participated in any of the following? (Circle yes or no)

Clinical Supervision Action Research with Ragamuffin	Yes	No
Training from FCF	REACT	Yes	No
Supervision training from TPO	Yes	No
Other training about supervision	Yes	No

If yes, who provided it? _____ How many hours total? _____

SECTION II: INSTITUTIONAL CONTEXT (about your agency)

14. Does your agency have a *written* policy about supervision?

___Yes (answer questions 14a,, 14b, &14c)

___No, but the work has been started

___The work has not been started

___I don't know

14a. How long ago was the policy completed?

_____ Less than 6 months ago

_____ 6 months to one year ago

_____ 1-2 years ago

_____ More than 2 years ago

_____ I don't know

14b. The policy addresses (check all that is present in the policy):

_____Frequency and length of supervision

_____Types of supervision provided (individual, group, peer, distance, etc)

_____Responsibilities of supervisors and supervisees for supervision

_____Confidentiality of information discussed during supervision

_____How supervision should be documented

_____Dealing with violation of agency policy or professional ethics

14c. The supervision policy is reviewed periodically and staff input is sought.

___Yes, at least once a year

___Yes, but not every year

___No

___I don't know

15. Agency has a clear *written* job description for me.

___Yes   __No   ___I don't know

16. Agency has a clear *written* policy on promotions and raises.

___Yes   ___No   ___I don't know

17. Agency has a *written* policy on non-discrimination of staff and clients.

___Yes   ___No

18. My agency's *paid* mental health leave policy is:

___ No paid mental health leave

___ 1 day a month

___ More than 1 day a month

___ I don't know

19. I know the line of authority in my agency.   ___Yes   ___No

20. Agency provides time and resources to supervisors to help me receive supervision.

___Yes   ___No   ___ I don't know

21. Agency provides private space for supervision.   _____Yes   _____No

22. My agency has computers and other equipment for training purposes.

___ Yes   ___No

23. Types of supervision provided by the agency (check all that apply):

___One on one (face to face with supervisor)   ___Group (workers with one supervisor)

___Peer (co-workers without supervisor)   ___Distance (via skype or phone)

___External (by supervisor from different agency)

24. Supervision is used in my agency for dealing with (1=high priority, 2=medium priority 3=low priority):

___Compliance with client outcomes

___Number of clients served

___Compliance with budget limits

___Corrective action on staff mistakes

___Providing educational materials   ___Help with job-related stress
___Teaching new work-related skills   ___Providing emotional support

SECTION III: SUPERVISORY RELATIONSHIP

25. I have a specific person who is my direct supervisor.

____Yes   ____No ___ I don't know

26. My supervisor has approximately ____ years of experience in providing social services:

___ Less than one year   ___ 5-10 years   ___I don'

___ 1-2 years   ___10-20 years

___ 3-5 years   ___20+ years

27. Compared to me, my supervisor's expertise in working with the type of cases and work I do is:

___Much greater than mine   ___About equal to mine

___Somewhat greater than mine   ___Less than mine

28. I interact with my supervisor by (check all that apply):

   ___One-on-one in person   ___Skype

   ___In a group setting   ___Email

   ___Phone call or text

29. I have a regularly scheduled supervision session with my supervisor:

___Yes   ____No

30. The average frequency of my supervision sessions are:

   ____More than once a week   ____Once a month

   ____Once a week   ____Less frequent than once a

   ____Every 2 or 3 weeks   month

   ____Other (please specify): _____

31. The average supervision session lasts approximately _____ minutes.

32. Who decides what is talked about in supervision?

___ Supervisor ___ Supervisee ___Both

33. If I have made a mistake on a case, I would most likely: (please choose ONE)

___ tell my supervisor and seek guidance from him/her

___ try to resolve it by myself without telling supervisor

___ just ignore it and go on

34. Rate your supervisory relationship on each of the following:

(5 = Excellent, 4=Good 3=Fair   2=Bad   1= Very bad)

___ Mutual trust   ___ Mutual respect

___ Mutual positive feelings

___ Sense of collaboration (having input into problem solving)

___ Sense of autonomy (freedom and independence)

___ Sense of emotional safety and security

35. Which of the following are challenges in your supervisory relationship? (mark all applicable)

___ Gender differences	___ Supervisor's attitude toward me
___ Supervisor is younger than me	___ Abuse of authority/power
___ Cultural or social differences	___ Sexual harassment/attraction
___ Supervisor's poor expertise	___ Other (please explain):_____

36. My supervisor is: (please choose ONE)

___ Internal (in my same agency)	___ I don't have a supervisor
___ External (in a different agency)	

36a. If you have an external supervisor, please explain the reason

SECTION IV: SUPERVISEE FACTORS

37. I feel that my job-related stress level is:

___Extremely high	___Low
___High	___Extremely low
___Moderate	

38. How much do you practice self-care methods (such as exercise, time off, engaging in hobbies, etc)?

___ More than adequately   ___ Adequately   ___ Not adequately

39. My social support system is (people you can talk to about problems):

___ Very strong   ___ Moderately strong   ___ Not strong

40. My confidence in my ability to do my job is:

___Extremely high	___Low
___High	___Extremely low
___Moderate	

41. On my job, I have (please choose one):

___ quite a lot of independence in my work schedule and how I do things

___ some independence	___ no independence

42. I would like to use supervision to learn more about (mark all applicable):

___ Managing time	___ Handling job stress
___ Documentation	___ Documentation
___ More knowledge and skills in general	
___ Handling personal stress	___ Advocating for better work environment
___ Getting along with colleagues	
___ Advocating for resources for clients	

43. Regarding external supervision (supervision by someone outside of the agency):

___ I would like all external supervision	___ I would like a combination of both
___ I would like all internal supervision	

43a. Please Explain why:

44. Please rank the following models of supervision in order of how much you prefer for your own supervision. (1=first preference 2=second preference 3=third preference 4=fourth preference 5= last preference)

___ One on one with supervisor   ___ Electronic (phone call, texts)
___ Group (one supervisor)   ___ No supervision at all
___ Peer (colleagues, no supervisor)

45. So far, my general opinion of supervision is:
___ It is very helpful   ___ Little bit helpful
___ Somewhat helpful   ___ Worse than not having any

46. Would you like training on how to get the most out of supervision?
___ Yes   ___ No

SECTION V: SUPERVISION CONTEXT

47. Which of the following are experienced by your current clients? (Check all that apply)
___ child physical abuse   ___ domestic violence
___ child sexual abuse   ___ mental illness
___ child verbal/emotional abuse   ___ substance abuse
___ child neglect   ___ disability
___ child trafficking/exploitation   ___ homelessness
___ juvenile justice   ___ other: _____
___ child victims of violence
___ children in alternative care

48. Rate how competent you feel in working with the following:
(1=very competent; 2=somewhat competent; 3=not competent)
___ child physical abuse   ___ domestic violence
___ child sexual abuse   ___ mental illness
___ child verbal/emotional abuse   ___ substance abuse
___ child neglect   ___ disability
___ child trafficking/exploitation   ___ homelessness
___ alternative care   ___ other:
___ juvenile justice   _____
___ child victims of violence

49. How stressful are the following clients for you to work with?

(1=most stressful, 2= somewhat stressful, 3=not stressful)

___ child victims of abuse/neglect   ___ caregivers with mental health issue
___ juvenile justice clients   ___ caregivers who are not motivated
___ children/youth with mental illness   ___ clients who are hostile/resistant
___ children/youth with disabilities   ___ clients with low mental capacity
___ victims of trafficking/exploitation   ___ overly demanding clients
___ children in residential care   ___ other:
___ caregivers with domestic violence   _____
___ caregivers with substance abuse

50. How confident are you in interacting with:

(1=very confident; 2=somewhat confident; 3=not confident)

___ medical professionals   ___ mental health experts
___ police/law enforcement   ___ substance abuse experts
___ judges and judicial workforce   ___ domestic violence experts
___ juvenile justice personnel

51. Which of the following problems are you encountering in your work? (check all that apply)

___ clients live long distance away   ___ not enough supplies
___ transport support not enough   ___ need equipment, work space
___ need communication support   ___ others:
___ too large a caseload

52. Please add any additional comments that you would like concerning your supervision needs or how supervision can help you in your job. THANK YOU!!

Comments:

ANNEX B-1: SUPERVISOR SURVEY (KHMER)

ការស្ទង់មតិអំពីការធ្វើស៊ុប៉ែរវីហ្ស៊ិន (SUPERVISION) របស់កម្មវិធី FCF ׀ REACT

សម្រាប់ស៊ុប៉ែរវ៉ាយហ្ស៊ឺរ (Supervisors)

ផ្នែកទី ១៖ កត្តាប្រជាសាស្ត្រ

1. ឈ្មោះ៖	2. យេនឌ័រ៖ ប្រុស ឬ ស្រី	3. អាយុ៖ .... ឆ្នាំ	4. ទីតាំង៖ ☐ ភ្នំពេញ ☐ កណ្ដាល ☐ សៀមរាប ☐ បាត់ដំបង ឬ ☐ ព្រះសីហនុ

5. ឈ្មោះស្ថាប័ន៖	6. តួនាទី៖ ___ស៊ុប៉ែរវ៉ាយហ្ស៊ឺរ (Supervisor) ___បុគ្គលិកធ្វើការក្រោមខ្សែបណ្ដោយ (Line worker)	7. ចំនួនឆ្នាំដែលធ្វើការក្នុងតួនាទីបច្ចុប្បន្ន៖ . ... ឆ្នាំ

8. កម្រិតវប្បធម៍ខ្ពស់បំផុត៖	9. វិស័យការងារបច្ចុប្បន្ន៖
___វិទ្យាល័យ	___រដ្ឋាភិបាល ___អង្គការមិនមែនរដ្ឋាភិបាល
___បានចូលរៀនចំនួន ___ ឆ្នាំនៅមហាវិទ្យាល័យ	___អង្គការសហគមន៍ (CBO) ___ផ្សេងៗ
___បរិញ្ញាបត្ររង (2 ឆ្នាំ)	**10. កិច្ចការងារផ្នែកជាចម្បងនៃការងារបច្ចុប្បន្ន**
___បរិញ្ញាបត្រ	____ កិច្ចការពារកុមារ និងសុខុមាលភាពកុមារ
___អនុបណ្ឌិត	____ ពលកម្មកុមារ និងការជួញដូរកុមារ
___បណ្ឌិត	____ ផ្សេងៗ (សូមបញ្ជាក់ឲ្យបានច្បាស់លាស់)៖ _____
11. សញ្ញាបត្រខ្ពស់បំផុតរបស់អ្នកចំពោះផ្នែក៖	
___សង្គមវិទ្យា	**12. ចំនួនឆ្នាំសរុបនៃបទពិសោធន៍ធ្វើការផ្នែកសេវាសង្គម**
___ចិត្តវិទ្យា	____1-3 ឆ្នាំ
___សង្គមកិច្ចវិទ្យា	____3-6 ឆ្នាំ
___អប់រំ	____6-10 ឆ្នាំ
___ផ្សេងៗ (តើជាអ្វី?) _____	____10-15 ឆ្នាំ
	____15-20 ឆ្នាំ
	____លើសពី 20 ឆ្នាំ

13. តើអ្នកធ្លាប់បានចូលរួមក្នុងសកម្មភាពណាមួយដូចខាងក្រោមនេះដែរឬទេ? (សូមគូសរង្វង់នៅលើពាក្យ បាន ឬ អត់)

ការស្រាវជ្រាវបែបសកម្មភាពអំពីការធ្វើស៊ុប៉ែរវីហ្ស៊ិនបែបគ្លីនិក

(Clinical Supervision) ជាមួយវ៉ាហ្គាម៉ាហ្វ៊ីន (Ragamuffin)	បាន	អត់
ការបណ្តុះបណ្តាលស្តីពីស៊ុពែរវីហ្សិនដោយ FCF ។ REACT	បាន	អត់
ការបណ្តុះបណ្តាលស្តីពីស៊ុពែរវីហ្សិន (Supervision) ដោយ TPO	បាន	អត់
ការបណ្តុះបណ្តាលផ្សេងៗទៀតអំពីស៊ុពែរវីហ្សិន (supervision)	បាន	អត់

បើបាន តើនរណាជាអ្នកផ្តល់ការបណ្តុះបណ្តាលនេះ? _____

តើសរុបមានចំនួនប៉ុន្មានម៉ោងដែរ? _____

វគ្គទី II៖ បរិបទស្ថាប័ន៖ (អំពីស្ថាប័នដែលអ្នកធ្វើការ)

14. តើស្ថាប័នអ្នកមានគោលនយោបាយជា លាយលក្ខណ៍អក្សរ ស្តីពីស៊ុពែរវីហ្សិន (supervision Policy) ដែរឬទេ?

___មាន (សូមឆ្លើយសំណួរ 14a, 14b, & 14c)   ___កិច្ចការងារនេះមិនទាន់បានចាប់ផ្តើមធ្វើទេ

___អត់មានទេ ប៉ុន្តែកិច្ចការងារនេះត្រូវបានចាប់ផ្តើមធ្វើហើយ___ខ្ញុំមិនដឹងទេ

14a. តើគោលនយោបាយនេះត្រូវបានបញ្ចប់តាំងពីពេលណាមក?

___ តិចជាង 6 ខែមុន   ___ ជាងពី 2 ឆ្នាំ

___ ប្រហែលពី 6 ខែទៅមួយឆ្នាំមុន   ___ ខ្ញុំមិនដឹងទេ

___ 1-2 ឆ្នាំមុន

14b. គោលនយោបាយនេះបានលើកឡើងអំពី

(សូមគូសលើរាល់ចំណុចទាំងឡាយណាដែលមានចែងនៅក្នុងគោលនយោបាយ)៖

____ភាពញឹកញាប់ និងរយៈពេលនៃការធ្វើស៊ុពែរវីហ្សិន

____ប្រភេទនៃការធ្វើស៊ុពែរវីហ្សិន (types of supervision) (បុគ្គលម្នាក់ៗ ក្រុម សហការី ពីចម្ងាយជាដើមៗល។)

____ការទទួលខុសត្រូវរបស់ស៊ុពែរវ៉ាយហ្សឺរ (supervisors) និងស៊ុពែរវ៉ាយហ្សី (supervisees)

____ការរក្សាការសម្ងាត់នូវព័ត៌មានដែលបានពិភាក្សាក្នុងពេលធ្វើស៊ុពែរវីហ្សិន

____ការធ្វើកំណត់ត្រាអំពីការធ្វើស៊ុពែរវីហ្សិនដើម្បីរក្សាទុកជាឯកសារ

____ការដោះស្រាយបញ្ហារំលោភបំពានគោលនយោបាយរបស់ស្ថាប័នឬក្រុមសីលធម៌វិជ្ជាជីវៈ:

14c. គោលនយោបាយស្តីពីការធ្វើស៊ុពែរវីហ្សិន (supervision Policy)

ត្រូវបានពិនិត្យកែសម្រួលឡើងវិញទៅតាមកាលកំណត់ ហើយមានការចូលរួមពីបុគ្គលិក

___ចាស/បាទ! យ៉ាងហោចណាស់មួយឆ្នាំម្តង   ___ទេ

___ចាស/បាទ! ប៉ុន្តែមិនមែនរាល់ឆ្នាំទេ   ___ខ្ញុំមិនដឹង

15. ស្ថាប័នរបស់ខ្ញុំមានការពិពណ៌នាអំពីភារកិច្ច និងការទទួលខុសត្រូវរបស់ខ្ញុំ (job description) ជា លាយលក្ខណ៍អក្សរ ច្បាស់លាស់។

___ចាស/បាទ   __ទេ   ___ខ្ញុំអត់ដឹង

16. ស្ថាប័នរបស់ខ្ញុំមានគោលនយោបាយច្បាស់លាស់ជា លាយលក្ខណ៍អក្សរ ស្តីពីការដំឡើងតំណែងនិងឡើងប្រាក់ខែ។

___ចាស/បាទ   ___ទេ   ___ខ្ញុំអត់ដឹង

17.
ស្ថាប័នរបស់ខ្ញុំមានគោលនយោបាយជាលាយលក្ខណ៍អក្សរស្តីពីការមិនរើសអើងបុគ្គលិកនិងអតិថិជន។__ចាស/បាទ__ទេ

18. គោលនយោបាយរបស់ស្ថាប័នខ្ញុំស្តីពី ការចំណាយ ចំពោះការឈប់សម្រាកដោយសារបញ្ហាសុខភាពផ្លូវចិត្ត គឺៈ

___ គ្មានការបើកប្រាក់ឈ្នួលជូនទេ ចំពោះការឈប់សម្រាកដោយសារបញ្ហាសុខភាពផ្លូវចិត្ត

___មានលើសពី១ថ្ងៃក្នុងមួយខែ

___មាន១ថ្ងៃក្នុងមួយខែ   ___ខ្ញុំអត់ដឹង

19. ខ្ញុំដឹងអំពីវិន័យសមត្ថកិច្ចការងារនៅក្នុងស្ថាប័នរបស់ខ្ញុំ។   ___ចាស/បាទ   ___ទេ

20. ស្ថាប័នរបស់ខ្ញុំផ្តល់នូវពេលវេលានិងធនធានដល់សុីភើវ៉ាយបឺរ (supervisors) ដើម្បីជួយឱ្យការធ្វើសុីភើវ៉ីហ្ស៊ិន
    ដំណើរការបានប្រកបដោយគុណភាព។

___ចាស/បាទ   ___ទេ   ___ខ្ញុំអត់ដឹង

21. ស្ថាប័នរបស់ខ្ញុំផ្តល់នូវក្នែ្លងដែលមានភាពឯកជនសម្រាប់ធ្វើសុីភើវ៉ីហ្ស៊ិន (supervision)។

____ចាស/បាទ   ____ទេ

22. ស្ថាប័នខ្ញុំមានកុំព្យូទ័រនិងសម្ភារឧបករណ៍ផ្សេងៗទៀតសម្រាប់ការបណ្តុះបណ្តាល។

___ ចាស/បាទ   ___ទេ

23. ប្រភេទនៃការធ្វើសុីភើវ៉ីហ្ស៊ិន (supervision) ដែលបានផ្តល់ជូនដោយស្ថាប័ន
(សូមគូសជើកចំពោះចំណុចទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)ៈ

__មួយទល់មួយ (មួយទល់មុខទល់មុខគ្នានឹងសុីភើវ៉ាយបឺរ)   __ក្រុម
(បុគ្គលិកច្រើននាក់ជាមួយនឹងសុីភើវ៉ាយបឺរម្នាក់)

__ដោយសហការីដែលមានមុខតំណែងប្រហាក់ប្រហែលគ្នា គ្មានសុីភើវ៉ីហ្ស៊ិន   __ពីចម្ងាយ (តាម skype ឬទូរស័ព្ទ)

__ពីខាងក្រៅ (ដោយសុីភើវ៉ាយបឺរដែលមកពីស្ថាប័នផ្សេង)

24. ការធ្វើសុីភើវ៉ីហ្ស៊ិន (Supervision) ត្រូវបានប្រើប្រាស់នៅក្នុងស្ថាប័នរបស់ខ្ញុំដើម្បី (ចូររង់លេខៈ 1=មានអាទិភាពខ្ពស់,
    2=មានអាទិភាពមធ្យម, ឬ 3=មានអាទិភាពទាប)ៈ

___ដោះស្រាយនូវបញ្ហានានាពាក់ព័ន្ធលទ្ធផលរបស់អតិថិជន   ___ដោះស្រាយនូវបញ្ហាការផ្តល់នូវសម្ភារអប់រំ

___ដោះស្រាយនូវបញ្ហាស្ដីពីចំនួនអតិថិជនដែលបានផ្ដល់សេវាជូន

___ដោះស្រាយនូវបញ្ហាបង្រៀនពីជំនាញពាក់ព័ន្ធនឹងការងារ

___ដោះស្រាយនូវបញ្ហាថវិកាមានកម្រិត ___ដោះស្រាយនូវភាពតានតឹងផ្លូវចិត្តពាក់ព័ន្ធនឹងការងារ

___កែតម្រូវកំហុសឆ្គងរបស់បុគ្គលិក ___ផ្ដល់នូវការគាំទ្រផ្លូវចិត្ត

វគ្គ III៖ ទំនាក់ទំនងនៃការធ្វើស៊ុបភើវីហ្សិន៖

25. ខ្ញុំគឺជាស៊ុបភើវ៉ាយហ្សឺរ (supervisor) ផ្ទាល់របស់៖

 ___បុគ្គលិកពី 1-2 នាក់ ___បុគ្គលិកពី 3-5 នាក់ ___បុគ្គលិកពី 5-10 នាក់ ___បុគ្គលិកលើសពី 10 នាក់

26. ជាមធ្យម ជំនួបស៊ុបភើវីហ្សិន (supervision) ប្រើពេលអស់ប្រហែលជា _____ នាទី។

27. បើធៀបនឹងស៊ុបភើវ៉ាយហ្ស៊ី (supervisees) របស់ខ្ញុំ
ជំនាញការទេសរបស់ខ្ញុំក្នុងការធ្វើការងារជាមួយប្រភេទករណីដែលស៊ុបភើវ៉ាយហ្សឺរបស់ខ្ញុំមាន គឺ៖

___ច្រើនជាងពួកគេខ្លាំង ___ប្រហាក់ប្រហែលនឹងពួកគេ

___ច្រើនជាងពួកគេ ___តិចជាងពួកគេ

28. តើនរណាជាអ្នកសម្រេចអំពីប្រធានបទក្នុងពេលធ្វើស៊ុបភើវីហ្សិន (supervision)?

 ___ ស៊ុបភើវ៉ាយហ្សឺរ (Supervisor) ___ ស៊ុបភើវីហ្ស៊ី (Supervisee) ___ទាំងពីរនាក់

29. ចូរដាក់ពិន្ទុអំពីទំនាក់ទំនងនៃការធ្វើស៊ុបភើវ៉ាយហ្សិនរបស់អ្នកជាមួយស៊ុបភើវ៉ាយស៊ី៖

 (5 = ល្អណាស់, 4 = ល្អ, 3=មធ្យម, 2=មិនល្អ, 1= មិនល្អខ្លាំង)

 ___ រៀបជាក់គ្នាទៅវិញទៅមក

 ___ គោរពគ្នាទៅវិញទៅមក

 ___ មានអារម្មណ៍ល្អជាមួយគ្នាទៅវិញទៅមក

 ___ មានការសហប្រតិបត្តិការគ្នាល្អ (មានការផ្ដល់ជាតុចូលក្នុងការដោះស្រាយបញ្ហា)

 ___ មានស្វ័យភាព (សេរីភាពនិងឯករាជ្យ)

 ___ មានអារម្មណ៍ជាមានសន្តិសុខនិងសុវត្តិភាព

30. តើអ្នកចូលចិត្តកម្រិតណា ក្នុងប្រភេទសកម្មភាពស៊ុបភើវីហ្សិន (supervision) នីមួយៗ?

(1=ខ្លាំងណាស់   2=ចូលចិត្ត   3= មិនចូលចិត្តទេ)

_____រដ្ឋបាល៖ ការធ្វើឱ្យប្រាកដនូវការអនុលោមតាម និងគណនេយ្យភាព

_____ការអប់រំ៖ ការផ្តល់នូវព័ត៌មាន និងបង្រៀនពីវិធីសាស្ត្រ/ជំនាញថ្មីៗ

_____ការគាំទ្រ៖ ការស្តាប់ពីបញ្ហា និងការជួយគាំទ្រផ្លូវចិត្ត

_____ការសម្រុះសម្រួល/ការតស៊ូមតិ៖ ការតស៊ូមតិជំនួសសូវីវរីយ៉ាបុរី (supervisee) របស់ខ្ញុំជាមួយនឹងស្ថាប័ន

31. តើមានកត្តាណាខ្លះ ក្នុងចំណោមកត្តាខាងក្រោម
ដែលជាបញ្ហាប្រឈមនៅក្នុងទំនាក់ទំនងនៃការធ្វើសូវីវរីយ៉ានរបស់អ្នក?
(សូមគូសចម្លើយទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)

___ យេនខ័រឆ្លេងគ្នា   ___ អត្តចរិតខុសគ្នា/មានភាពតានតឹងជាមួយនឹងគ្នា

___ សូវីវរីយ៉ាបុរីចាស់ជាងខ្ញុំ   ___ភាពលំបាកដោយសារហាមរឺឆ្នៃនៃអំណាច

___ វប្បធម៌និងសង្គមខុសគ្នា   ___ ការទាក់ទាញ/ការរៀបរៀបផ្លូវភេទ

___ ខ្វះការជំរុញលើកទឹកចិត្តដល់សូវីវរីយ៉ារ   ___ ផ្សេងៗ៖ _____

32. ក្នុងនាមជាសូវីវរីយ៉ារ (supervisor) តើអ្នកមានសូវីវរីយ៉ារនៅពីលើអ្នកទៀតដែរឬទេ?

___ មាន! ខ្ញុំមានសូវីវរីយ៉ារម្នាក់នៅក្នុងស្ថាប័នតែមួយជាមួយខ្ញុំ

___ មាន! ខ្ញុំមានសូវីវរីយ៉ារម្នាក់ ប៉ុន្តែគាត់ធ្វើការនៅស្ថាប័នផ្សេង

___ អត់មានទេ! ខ្ញុំពុំមានសូវីវរីយ៉ារទេ

33. បើសិនជាអ្នកផ្តល់សូវីវរីយ៉ាន ទៅឱ្យបុគ្គលិកក្រៅស្ថាប័នរបស់អ្នក
សូមពន្យល់ពីមូលហេតុដែលស្ថាប័ននោះមិនធ្វើសូវីវរីយ៉ានខ្លួនឯង៖

_____

_____

____ _____

វគ្គទី IV៖ កត្តាផ្សេងៗអំពីសូវីវរីយ៉ារ៖

34. ខ្ញុំមានអារម្មណ៍ភាពតានតឹងផ្លូវចិត្តរបស់ខ្ញុំពាក់ព័ន្ធនឹងការងារ គឺមានកម្រិត៖

___ខ្ពស់ខ្លាំងជាទីបំផុត   ___ទាប

___ខ្ពស់   ___ទាបខ្លាំងជាទីបំផុត

___មធ្យម

35. តើអ្នកអនុវត្តវិធីសាស្ត្រថែទាំខ្លួនឯងបានកម្រិតណាដែរ (ដូចជាហាត់ប្រាណ ឈប់សម្រាក ចូលរួមធ្វើអ្វីដែលជាចំណង់ចំណូលចិត្តជាដើមៗល។)?

___ លើសពីគ្រប់គ្រាន់   ___ គ្រប់គ្រាន់   ___ មិនគ្រប់គ្រាន់

36. ប្រព័ន្ធគាំទ្រសង្គមរបស់ខ្ញុំគឺ (សំដៅលើ មនុស្សដែលអ្នកអាចនិយាយជាមួយបានអំពីបញ្ហា)៖

___ រឹងមាំណាស់   ___ មធ្យម   ___ ខ្សោយ

37. ភាពជឿជាក់លើខ្លួនឯងរបស់ខ្ញុំចំពោះសមត្ថភាពខ្ញុំក្នុងការផ្តល់នូវការធ្វើសុ្វភើវ៉ិហ្ស៊ិនឲ្យបានល្អ គឺមានកម្រិត៖

___ខ្លស់ខ្លាំងជាទីបំផុត   ___ទាប

___ខ្លស់   ___ទាបខ្លាំងជាទីបំផុត

___មធ្យម

38. ខ្ញុំចង់ទទួលបានការបណ្ដុះបណ្ដាលបន្ថែមទៀតអំពីរបៀបជួយសុ្វភើវ៉ិឆ្នាំយបុ្ររបស់ខ្ញុំ

(សូមគូសលើចម្លើយទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)៖

___ ការគ្រប់គ្រងពេលវេលា   ___ ការដោះស្រាយភាពតានតឹងផ្លូវចិត្តដោយសារការងារ

___ ការរៀបចំបង្ក្រងរក្សាទុកជាឯកសារ   ___ ការដោះស្រាយភាពតានតឹងផ្លូវចិត្តដោយសាររឿងផ្ទាល់ខ្លួន

___ ការដោះស្រាយករណីលំបាកៗ   ___ ការចុះសម្រុងគ្នាជាមួយមិត្តរួមការងារ

___ ចំណេះដឹងនិងជំនាញទូទៅបន្ថែម   ___ការសុ្វមតិឲ្យមានបរិយាកាសការងារប្រសើរជាងនេះ

___ ការសុ្វមតិឲ្យមានធនធានសម្រាប់អតិថិជន និងសុ្វភើវ៉ិឆ្នាំយបុ្ររ

39. អារម្មណ៍របស់ខ្ញុំជាទូទៅចំពោះការធ្វើសុ្វភើវ៉ិហ្ស៊ិនពីខាងក្រៅ

(ការធ្វើសុ្វភើវ៉ិហ្ស៊ិនដោយបុគ្គលណាម្នាក់ដែលនៅក្រៅស្ថាប័ននេះ) គឺ៖

___ ខ្ញុំចង់ឲ្យមានការធ្វើសុ្វភើវ៉ិហ្ស៊ិន ទាំងអស់ពីខាងក្រៅ សម្រាប់បុគ្គលិកស្ថាប័នយើង

___ ខ្ញុំចង់ឲ្យមានការធ្វើសុ្វភើវ៉ិហ្ស៊ិន ទាំងអស់ពីខាងក្នុង សម្រាប់បុគ្គលិកស្ថាប័នយើង

___ខ្ញុំចង់ឲ្យមានសុ្វភើវ៉ិហ្ស៊ិនពីខាងក្នុងខ្លះ ពីខាងក្រៅខ្លះ

39a. សូមពន្យល់ពីមូលហេតុនៃជម្រើសរបស់អ្នក៖_____

_____

_____

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40. សូមចាត់ចំណាត់ថ្នាក់អំពីគូរ្យនៃការធ្វើសុំភើវិប្បន
ខាងក្រោមនេះទៅតាមលំដាប់លំដោយនៃកម្រិតដែលអ្នកចង់បានសម្រាប់ការធ្វើសុំភើវិប្បន្នផ្ទាល់របស់អ្នក។
(1=ជម្រើសទី១ 2=ជម្រើសទី២ 3=ជម្រើសទី៣ 4=ជម្រើសទី៤ 5=ជម្រើសចុងក្រោយ)

_____ មួយទល់មួយជាមួយសុំភើវ៉ាយប៉ឺរ   _____ អេឡិចត្រូនិច (ការទូរស័ព្ទ, ផ្ញើសារ)

_____ ក្រុម (មានសុំភើវ៉ាយប៉ឺរម្នាក់)   _____ គ្មានការធ្វើសុំភើវិប្បន្នអ្វីទាំងអស់

_____ ដោយសហការីដែលមានមុខតំណែងប្រហាក់ប្រហែលគ្នា ដោយគ្មានសុំភើវិប្បន

41. មកទល់ពេលនេះ ជាទូទៅ ខ្ញុំយល់ថា ការធ្វើសុំភើវិប្បន គឺ៖

_____ មានប្រយោជន៍ច្រើនណាស់   _____ មានប្រយោជន៍តិចតួច

_____ មានប្រយោជន៍ខ្លះដែរ   _____ អាក្រក់ជាងការគ្មានសុំភើវិប្បន

វគ្គទី V៖ បរិបទនៃការធ្វើសុំភើវិប្បន

42. តើមានចំណុចណាខ្លះ ក្នុងចំណោមចំណុចខាងក្រោមនេះ ដែលអតិថិជនបច្ចុប្បន្នរបស់អ្នកបានឆ្លងកាត់?
(សូមគូសរាល់ចម្លើយទាំងឡាយណាដែលសមស្របសម្រាប់អ្នក)

_____ ការរំលោភបំពានផ្នែករាងកាយកុមារ   _____ កុមារដែលនៅក្នុងការថែទាំជំនួស

_____ ការរំលោភបំពានផ្លូវភេទកុមារ   _____ អំពើហិង្សាក្នុងគ្រួសារ

_____ ការរំលោភបំពានផ្លូវចិត្ត/ជាពាក្យសម្ដីចំពោះកុមារ _____ ជំងឺផ្លូវចិត្ត

_____ ការមិនអើពើចំពោះកុមារ   _____ ការបំពានសារធាតុញៀន

_____ ការជួញដូរ/កេងប្រវ័ញ្ចកុមារ   _____ ពិការភាព

_____ យុត្តិធម៌អនីតិជន   _____ គ្មានជម្រក

_____ កុមារដែលជាជនរងគ្រោះនៃអំពើហិង្សា   _____ ផ្សេងៗ៖ _____

43. សូមដាក់ពិន្ទុតាមការគិតរបស់អ្នកអំពីកម្រិតសមត្ថភាពដែលខ្លួនមាន ក្នុងការណែនាំផ្លូវដល់បុគ្គលិករបស់អ្នក
ចំពោះការងារពាក់ព័ន្ធនឹង៖
(1=មានសមត្ថភាពខ្លាំងណាស់; 2=មានសមត្ថភាពខ្លះដែរ; 3=គ្មានសមត្ថភាពទេ)

_____ ការរំលោភបំពានផ្នែករាងកាយកុមារ   _____ កុមារដែលជាជនរងគ្រោះនៃអំពើហិង្សា

___ ការរំលោភបំពានផ្លូវភេទកុមារ   ___ អំពើហិង្សាក្នុងគ្រួសារ

___ ការរំលោភបំពានផ្លូវចិត្ត/ជាពាក្យសម្ដីចំពោះកុមារ   ___ ជំងឺផ្លូវចិត្ត

___ ការមិនអើពើចំពោះកុមារ   ___ ការបំពានសារធាតុញៀន

___ ការជួញដូរ/កេងប្រវ័ញ្ចកុមារ   ___ ពិការភាព

___ ការថែទាំជំនួស   ___ គ្មានជម្រក

___ យុត្តិធម៌អនីតិជន   ___ ផ្សេងៗ៖ _____

44. តើអតិថិជនបែបណាខ្លះដែលធ្វើឱ្យបុគ្គលិករបស់អ្នកមានភាពតានតឹងផ្លូវចិត្តខ្លាំងបំផុត ក្នុងការធ្វើការជាមួយគេ?

(1=តានតឹងអារម្មណ៍ខ្លាំងបំផុត, 2= តានតឹងអារម្មណ៍ដែរ, 3=អត់តានតឹងអារម្មណ៍ទេ)

___ កុមាររងគ្រោះពីការរំលោភបំពាន/ការមិនអើពើ   ___ អ្នកថែទាំដែលបំពានសារធាតុញៀន

___ អតិថិជនដែលមានបញ្ហាយុត្តិធម៌អនីតិជន   ___ អ្នកថែទាំដែលមានបញ្ហាសុខភាពផ្លូវចិត្ត

___ កុមារ/យុវជនដែលមានជម្ងឺផ្លូវចិត្ត   ___ អ្នកថែទាំដែលពុំមាននន្ទ:/ទឹកចិត្ត

___ កុមារ/យុវជនដែលមានពិការភាព   ___ អតិថិជនដែលឆេវឆាវក្រេវក្រោធ/វឹងវេស

___ ជនរងគ្រោះពីការជួញដូរ/ការកេងប្រវ័ញ្ច   ___ អតិថិជនដែលមានសមត្ថភាពបញ្ញាទាប

___ កុមារនៅក្នុងមណ្ឌលថែទាំ   ___ អតិថិជនដែលមានការទាមទារខ្ពស់ហួសហេតុ

___អ្នកថែទាំដែលមានអំពើហិង្សាក្នុងគ្រួសារ   ___ ផ្សេងៗ៖ _____

45. តើអ្នកមានភាពជឿជាក់លើខ្លួនឯងកម្រិតណាដែរ ក្នុងការចូលរួមក្នុងកិច្ចការនានានៃការធ្វើសុីវេរីហ្សិន ដូចខាងក្រោម?

(1=ជឿជាក់ខ្លាំងណាស់; 2=ជឿជាក់ដែរ; 3=មិនជឿជាក់ទេ)

___ ការត្រួតពិនិត្យ/កែតម្រូវបុគ្គលិក   ___ការផ្ដល់នូវចំណេះដឹងនិងជំនាញថ្មីៗ

___ការធានាបាននូវគណនេយ្យភាព   ___ការជួយក្នុងការដោះស្រាយបញ្ហា

___ ការធានាបាននូវអាកប្បកិរិយាដែលមានសុជីវធម៌   ___ការបង្ហាញពីវិធីសាស្ត្រថ្មី

___ ការត្រួតពិនិត្យការប្រើប្រាស់ធនធាន   ___ការវិៈគន់ចំពោះការអនុវត្តរបស់បុគ្គលិក

___ ការស្ដាប់ដោយសកម្មនិងយល់ចិត្ត   ___ការវាយតម្លៃបុគ្គលិក

យោបល់៖

46. សូមបន្ថែមយោបល់ផ្សេងៗថែមទៀត(បើអ្នកចង់ថែម) អំពីតម្រូវការរបស់អ្នក

សូមអរគុណ!!

ANNEX B-2: SUPERVISOR SURVEY (ENGLISH)

FCF | REACT SUPERVISION SURVEY

For Supervisors

SECTION I: DEMOGRAPHICS

1. Name:	2. Gender: **M or F**	3. Age: years	4. Work Location:
5. Organization:	6. Position: ___Supervisor ____Line Worker		7. Years in current position:

8. Highest level of Education ___Secondary School ___Attended ___ yrs of University ___Associate degree (2 years) ___Bachelor's degree ___Master's degree ___Ph.D. or other doctorate degree	9. Current job sector ___Government ____NGO ___CBO ____Other
11. Your highest degree is in: ___Sociology ___Psychology ___Social Work ___Education ___Other (what)_____	**10. Primary focus of current work** _____ child protection/child welfare _____ child labour and trafficking _____ other (please specify):
	12. Total Social Service Experience _____1-3 years _____3-6 years _____6-10 years _____10-15 years _____15-20 years _____More than 20 years

13. Have you participated in any of the following? (Circle yes or no)

Clinical Supervision Action Research with Ragamuffin	Yes	No
Training from FCF | REACT	Yes	No
Supervision training from TPO	Yes	No
Other training about supervision	Yes	No

       If yes, who provided it? _____

       How many hours total? _____

SECTION II: INSTITUTIONAL CONTEXT (about your agency)

14. Does the agency have a *written* policy about supervision?

___Yes (answer questions 14a,, 14b, &14c)   ___The work has not been started

___No, but the work has been started   ___I don't know

14a. How long ago was the policy completed?

_____ Less than 6 months ago   _____ More than 2 years ago

_____ 6 months to one year ago   _____ I don't know

_____ 1-2 years ago

14b. The policy addresses (check all that is present in the policy):

_____Frequency and length of supervision

_____Types of supervision provided (individual, group, peer, distance, etc)

_____Responsibilities of supervisors and supervisees for supervision

_____Confidentiality of information discussed during supervision

_____How supervision should be documented

_____Dealing with violation of agency policy or professional ethics

14c. The supervision policy is reviewed periodically and staff input is sought.

___Yes, at least once a year   ___No

___Yes, but not every year   ___I don't know

15. Agency has a clear *written* job description for me.

___Yes   __No   ___I don't know

16. Agency has a clear *written* policy on promotions and raises.

___Yes   ___No   ___I don't know

17. Agency has a *written* policy on non-discrimination of staff and clients. ___Yes ___No

18. My agency's *paid* mental health leave policy is:

___ No paid mental health leave   ___ More than 1 day a month

___ 1 day a month   ___ I don't know

19. I know the line of authority in my agency. ___Yes   ___No

20. Agency provides time and resources to supervisors to help provide quality supervision.

___Yes   ___No   ___don't know

21. Agency provides private space for supervision.

_____Yes   _____No

22. My agency has computers and other equipment for training purposes.

___ Yes   ___No

23. Types of supervision provided by the agency (check all that apply):

___One on one (face to face with supervisor   ___Group (workers with one supervisor)

___Peer (co-workers without supervisor   ___Distance (via skype or phone)

___External (by supervisor from different agency)

24. Supervision is used in my agency for dealing with (1=high priority, 2=medium priority 3=low priority):

___Compliance with client outcomes   ___Providing educational materials
___Number of clients served   ___Teaching new work-related skills
___Compliance with budget limits   ___Help with job-related stress
___Corrective action on staff mistakes   ___Providing emotional support

SECTION III: SUPERVISORY RELATIONSHIP

25. I am a direct supervisor over:

___1-2 staff   ___3-5 staff   ___5-10 staff   ___More than 10 staff

26. The average supervision session lasts approximately_____ minutes.

27. Compared to my supervisees, my expertise in working with the type of cases my supervisees have is:

___Much greater than theirs   ___About equal to theirs
___Somewhat greater than theirs   ___Less than theirs

28. Who decides what is talked about in supervision?

___ Supervisor ___ Supervisee ___Both

29. Rate your supervisory relationship with your supervisees on:

(5 = Excellent, 4=Good 3=Fair   2=Bad   1= Very bad)

___ Mutual trust   ____ Mutual respect   ____ Mutual positive feelings
___ Sense of collaboration (having input into problem solving)
___ Sense of autonomy (freedom and independence)
___ Sense of emotional safety and security

30. How much do you enjoy providing each type of supervision activities?

(1=Very much   2=Enjoy   3= Do not enjoy)

_____Administrative: Making sure about compliance and accountability
_____Educational: providing information and teaching new methods/skills
_____Supportive: listening to problems, helping with emotional support
_____Mediation/Advocacy: advocating for my supervisee within the agency

31. Which of the following are challenges in your supervisory relationship? (mark all applicable)

___ Gender differences   ___ Personality clash/tension
___ Supervisee is older than me   ___ Difficult power dynamics
___ Cultural or social differences   ___ Sexual attraction/harassment
___ Supervisor's lack of motivation   ___ Other:_____

32. As a supervisor, do you also have an upline supervisor?

___ Yes, I have a supervisor at my same agency
___ Yes, I have a supervisor, but they work at a different agency
___ No, I don't have a supervisor

33. If you are providing external supervision to staff from a different agency, please explain the reason why their own agency is not doing the supervision:

SECTION IV: SUPERVISOR FACTORS

34. I feel that my job-related stress level is:

___Extremely high   ___Low

___High   ___Extremely low

___Moderate

35. How much do you practice self-care methods (such as exercise, time off, engaging in hobbies, etc)?

___ More than adequately   ___ Adequately   ___ Not adequately

36. My social support system is (people you can talk to about problems):

___ Very strong   ___ Moderately strong   ___ Not strong

37. My confidence in my ability to provide good supervision is:

___Extremely high   ___Moderate   ___Extremely low

___High   ___Low

38. I would like more training on how to help my supervisees with (mark all applicable):

___ Managing time   ___ Handling job stress

___ Documentation   ___ Handling personal stress

___ Handling difficult cases   ___ Getting along with colleagues

___ More knowledge and skills in   ___Advocating for better work
general   environment

___ Advocating for resources for clients and supervisees

39. My general feelings about external supervision (by someone outside of the agency) is:

___ I would like all external supervision for our agency staff

___ I would like all internal supervision for our agency staff

___I would like a combination of both

39a. Please Explain why:

40. Please rank the following models of supervision in order of how much you prefer for your agency. (1=first preference 2=second preference 3=third preference 4=fourth preference 5= last preference)

___ One on one with supervisor   ___ Electronic (phone call, texts)

___ Group (one supervisor)   ___ No supervision at all

___ Peer (colleagues, no supervisor)

41. So far, my general opinion of supervision is:

___ It is very helpful   ___ Little bit helpful

___ Somewhat helpful   ___ Worse than not having any

SECTION V: SUPERVISION CONTEXT

42. Which of the following are experienced by your agency's <u>current clients</u>? (Check all that apply)

___ child physical abuse   ___ children in alternative care
___ child sexual abuse   ___ domestic violence
___ child verbal/emotional abuse   ___ mental illness
___ child neglect   ___ substance abuse
___ child trafficking/exploitation   ___ disability
___ juvenile justice   ___ homelessness
___ child victims of violence   ___ other: _____

43. Rate <u>how competent you feel</u> in guiding your staff with the following:

(1=very competent; 2=somewhat competent; 3=not competent)

___ child physical abuse   ___ domestic violence
___ child sexual abuse   ___ mental illness
___ child verbal/emotional abuse   ___ substance abuse
___ child neglect   ___ disability
___ child trafficking/exploitation   ___ homelessness
___ alternative care   ___ other:
___ juvenile justice   _____
___ child victims of violence

44. which <u>clients</u> are the <u>most stressful</u> for <u>your staff</u> to work with?

(1=most stressful, 2= somewhat stressful, 3=not stressful)

___ child victims of abuse/neglect   ___ caregivers with mental health issue
___ juvenile justice clients   ___ caregivers who are not motivated
___ children/youth with mental illness   ___ clients who are hostile/resistant
___ children/youth with disabilities   ___ clients with low mental capacity
___ victims of trafficking/exploitation   ___ overly demanding clients
___ children in residential care   ___ other:
___ caregivers with domestic violence   _____
___ caregivers with substance abuse

45. How <u>confident</u> are you in engaging in the following tasks in supervision?

(1=very confident; 2=somewhat confident; 3=not confident)

___ Monitoring/correcting staff   ___Offering new knowledge and skills
___ Ensuring accountability   ___Helping with problem solving
___ Ensuring ethical behavior   ___Demonstrating a new method
___ Monitoring use of resources   ___Critiquing staff demonstration
___ Active and empathic listening   ___Performing staff evaluation

46. Please add a few comments (you would like to), on your needs as a

Comments:

supervisor

THANK YOU!!

ANNEX C: FOCUS GROUP GUIDE AND TRACKER (ENGLISH)

Structured Guide for Focus Groups

1. Focus groups will consist of no more than 10 people per group.
2. Two groups will be held for Phnom Penh, one group in Phnom Pehn for Kandal Province, one in Battambang, one in Siem Reap, and one will be held via Skype for Sihanoukville.
3. Each group should consist of about equal numbers of supervisors and supervisees, except in Phnom Pehn, one group will be for supervisors and the one for front-line workers.
4. The group members will introduce themselves, and all will sign the Consent and Confidentiality Agreement.
5. The facilitator will go over the ground rules:
   a. Everything will remain confidential; report will not name any individuals or agencies
   b. No one will discuss what was said in the discussion with people who did not attend the group.
   c. No one will monopolize the conversation or make unkind remarks about someone else's comments. All perspectives are welcome on the table.
   d. The facilitators will control the time, approximately ten minutes per question (there are four questions in all). The facilitators will determine if adjustments are needed.
6. The facilitators will facilitate the discussion. The groups should feel free to brainstorm and generate their own ideas. The 'potential ideas' listed in the Discussion Tracker (next page) are provided in case they might help guide the discussion, but only if needed.

Focus Group Questions

8. What are the major achievements and challenges in supervision among the FCF/REACT partner organizations?
9. What are the strengths and needs of current FCF/REACT partner organizations' staff and supervisors? Consider:
10. What are some essential steps to be taken before Cambodia can achieve a national standard in supervision for all social service staff?
11. How will national standards for supervision be enforced, assuming it can be achieved?

FOCUS GROUP DISCUSSION TRACKER

1. What are the major achievements and challenges in supervision among the FCF/REACT partner organizations?

Potential Discussion Ideas
a. FCF/REACT training to XXX people   **b.** Training capacity at various organizations (Save, TPO, Others?)

2. What are the strengths and needs of current FCF/REACT partner organizations' staff and supervisors?

Potential Discussion Ideas

a. Resources (time, pay, space)
        b. Trained supervisors
        c. Supervisor expertise on common case difficulties
        d. Others?

3. What are some essential steps to be taken before Cambodia can achieve a national standard in supervision for all social service staff?

Potential Discussion Ideas

a. This study
        b. Examples from other countries
        c. An MSW course on supervision?
        d. Consultations among social service organizations
        e. Working group
        f. Government endorsement/launch

4. How will national standards for supervision be enforced, assuming it can be achieved?

Potential Discussion Ideas

        a. Agency self-monitoring and yearly certification

        b. Staff annual certification

        c. Professional organization monitoring

        d. Educational programs monitoring students

CONSENT and CONFIDENTIALITY AGREEMENT

We the undersigned, agree that we are participating voluntarily in the focus group on supervision. Further, we agree to keep our focus group discussion confidential once we leave the group. We understand that the report on the group will not name any individual or agency, and we will not experience any negative risks for having participated in the group.

Name	Agency	Position	Signature

ANNEX D: KEY INFORMANT INTERVIEW GUIDE AND TRACKER

Structured Guide for Key Informant Interviews

7. Key informants are experienced social service experts and those in positions of decision making, policy advising, and in academia. Between 10-12 people of national prominence should be interviewed.
8. Each key informant should be contacted and requested to be interviewed. The purpose of the interview is to gather expert information on four questions, as part of the study being conducted by the FCF/REACT network on supervision. Read these questions to them.
9. Each key informant should be interviewed separately and provided assurance of confidentiality.
10. The interviewer will ask questions and request clarification, but never argue with, or challenge the key informant.
11. Before starting the interview, ask for permission to take notes.

Key Informant Questions

(these are similar to the focus group questions but wider in scope)

12. What are the strengths and needs of current social service providers in Cambodia, and how can supervision improve their services?
13. What are the major achievements and challenges in supervision among social service providers in Cambodia?
14. Many countries already have supervision standards. Although Cambodia just launched the social work standards, there is a need for detailed supervision standards. What are some essential steps to be taken before Cambodia can achieve a national standard in supervision for all social service staff?
15. How will national standards for supervision be enforced, assuming it can be achieved?

5. What are the strengths and needs of current social service providers in Cambodia, and how can supervision improve their services?

Potential Discussion Ideas

    e. Resources (time, pay, space)
    f. Trained supervisors
    g. Supervisor expertise on common case difficulties
    h. Others?

6. What are the major achievements and challenges in supervision among social service providers in Cambodia?

Potential Discussion Ideas

    c. FCF/REACT training to XXX people
    d. Training capacity at various organizations (Save, TPO, Others?)

7. What are some essential steps to be taken before Cambodia can achieve a national standard in supervision for all social service staff?

Potential Discussion Ideas

    g. This study
    h. Examples from other countries
    i. An MSW course on supervision?
    j. Consultations among social service organizations
    k. Working group
    l. Government endorsement/launch

8. How will national standards for supervision be enforced, assuming it can be achieved?

Potential Discussion Ideas

    e. Agency self-monitoring and yearly certification
    f. Staff annual certification
    g. Professional organization monitoring
    h. Educational programs monitoring students

Ministries & Government Institutions

REACT Partners Network

Partners

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