

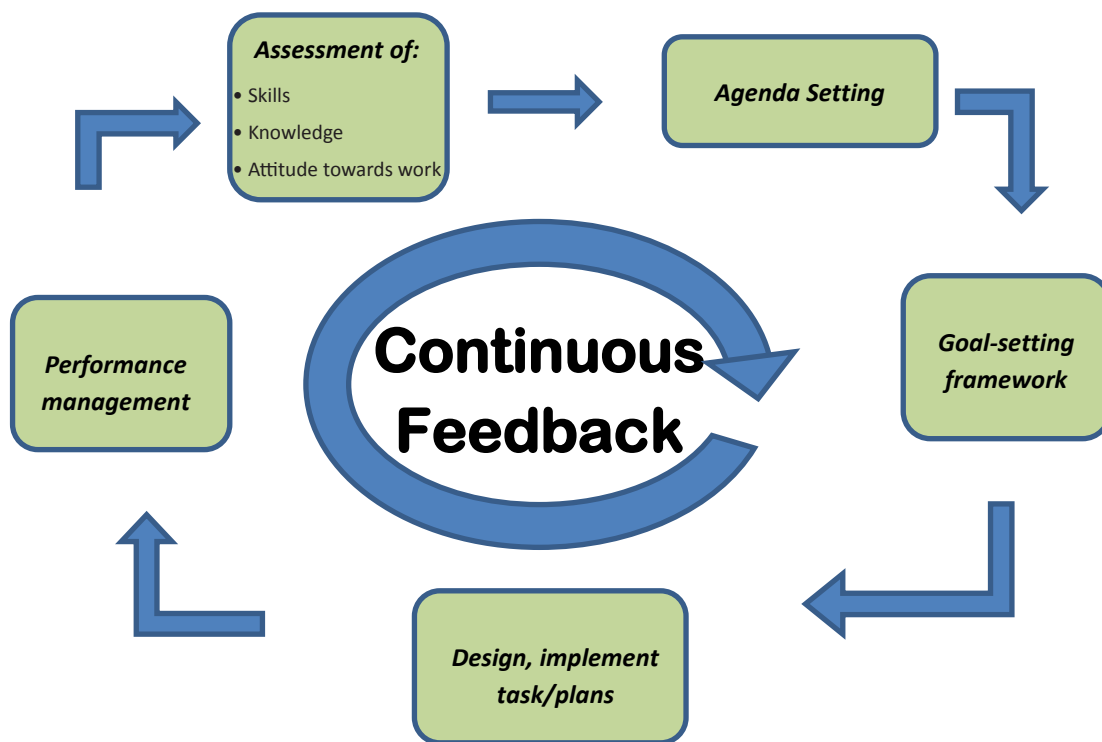
# 6.1 SUPERVISING PEERS: ADMINISTRATIVE SUPERVISION

READ MORE: COACHING MODEL

## Coaching Model for Administrative Supervision

The coaching model below illustrates some key approaches to conducting individual status review meetings with peers. Administrative supervisors who are also providing supportive supervision may prefer to utilize the supportive supervision coaching model introduced in the next section.

Administrative Supervision Model



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### Administrative Peer Assessment

To assess peer skills, knowledge, and job satisfaction, it is recommended that the administrative supervisor have an understanding of whom he or she is supervising in terms of the peer's current skill set, knowledge about the work, and the peer's degree of job satisfaction. In this way, the supervisor can explore ways in which the peer can enhance his or her skills and knowledge in order to meet program goals. In addition, making sure that peers get satisfaction from their work encourages retention and the sustainability of consistent peers in the system.

### Agenda Setting

It is important to set an agenda with the peer even if it is loosely articulated so that both the peer and supervisor know what will be discussed. The supervisor can and should raise issues that may be challenging or difficult for the peer with regard to meeting the goals of the program. Some agenda items may be standardized and become part of each supervisory session such as:

- Client successes and challenges
- Client caseload/paperwork/documentation
- Professional development/job satisfaction

### Goal-Setting Framework

The role of the administrative supervisor is to work with the peer to set goals for his or her work. These goals are specific and in line with the job expectations set up when hiring the peer. Goals should be S.M.A.R.T.: Specific, Measurable, Agreed upon, Realistic and have

Timelines attached so that the administrative supervisor and peer have an understanding of how to support the general program goals as well as the peer's professional development. Goal setting helps guide the concrete program work, expands the peer's ability to achieve those goals, and supports the overall mission of the organization.

Refer to the [Read More: Goal-Setting Framework for Peer Programs that Reach Out to Clients](#) and [Goal-Setting Framework for Peer Programs Working with Medical Providers](#) for examples of how an administrative supervisor might use goal setting with a peer.

### Design and Implement Tasks and Plans

Once goals have been set, it is important for administrative supervisors to work with peers to develop tasks and plans to meet those goals. Designing tasks and implementing the plans for those tasks provides outputs and outcomes to meet the mission of the organization. In this way, peers become integrated into the work environment and become an active member of the multidisciplinary team. This is also an opportunity to evaluate the effectiveness of the peer program. Designing and implementing tasks that are intended to meet goals provides an ideal way for measuring program effectiveness. Utilizing the expertise of peers better ensures the likelihood of a well-thought-out design and implementation plan.

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### Performance Management

Once goals that are in line with the organization's mission have been set and tasks have been designed and implemented, it is important to measure the success of those goals and tasks in part through measuring the peer's performance. All goals and tasks should be S.M.A.R.T. Peers need to be evaluated on a realistic set of job expectations that have been articulated as part of the hiring and orientation process. Performance feedback should never be a surprise to a peer, as continuous feedback should be part of any

administrative supervision. It is important to consider all aspects of having peers as part of the organization.

This includes:

- Limited schedules
- Health issues
- Professional/work experience
- Social supports as they relate to the peer's health

Therefore, some exceptions within reason need to be considered as part of managing peer performance.

This "Read More" section accompanies [Subsection 6.1, Supervising Peers: Administrative Supervision](#), part of the online toolkit *Building Blocks to Peer Program Success*. For more information, visit [http://peer.hdwg.org/program\\_dev](http://peer.hdwg.org/program_dev)