

## EDITORIAL

### EFFECTIVE SUPERVISORY SKILLS

Clinical supervision has a vital role in post-graduate medical education. It not only develops competencies of the trainees but also enhances clinical exposure<sup>1</sup>. Academic supervisors are custodians whose role is to maintain principles of training for all stages of trainees in their fields.

The tough trainee is the beginner who takes up a disparate amount of the supervisor's time. This includes beginners with behavior problems, communication problems, unworkable expectations or victimization tendencies, and outspreads to trainees with grave psychiatric illness<sup>2</sup>.

Tough trainees lack vision into their own difficulties in terms of skilled conduct and performance and are uncertain in seeking assistance. These trainees can be identified in many ways, and are often noticeable in retrospect. Some of the fore most communal signs are a change in attitude at work, deteriorating performance, and isolation from his or her peer group, increasing time off sick and showing up late for work<sup>3</sup>. In the first occurrence the supervisor should set collect evidence collection, look for symptoms, along with any potential causes.

Handling these trainees demands time and assurance. The supervisor should be able to reassure, be non-judgmental, maintain a positive attitude and make certain promising changes<sup>4</sup>. The supervisor should be able to identify communication skills, time management and to act as a role model. Recommend feedback if the trainee is not convinced that there is a problem and direct the beginner towards suitable learning means<sup>5</sup>.

Implement support that at any time some of trainees may be extremely upset, which may affect their working capability, and another may need additional support to avoid worsening of minor problems<sup>6</sup>. This may lead to recurrence of previous issues, for example an acute exacerbation of a chronic depressive disorder, or a new, sudden loss of self-confidence in the work place due to recent tragic event<sup>7</sup>. A competent

trainee is the one who seeks support timely and is aware of his or her psychological wellbeing.

A good supervisor provides supportive environment for the trainees in recovering through sustenance resources and not only the support package. A supervisor should assist the trainees while they are in the struggling phase to polish their personalities and capabilities. An effective supervisor should be able to develop professionalism and self-confidence in the trainee to counsel and help in reducing work related stress<sup>6</sup>.

An efficient supervisor is able to teach and facilitate his trainees rather than being threatening and should provide career guidance. Mentoring is an important lacking link in the current medical system. An evidence-based mentorship program should be formulated which suits the basic needs of the trainees and clearly identifies the roles of the mentors. Mentors should engage his trainees in workshops, lectures, group discussion and group presentations and should encourage to be the part of the team, promote optimal practices, enhance productivity and encourage collegiality by sharing his knowledge and expertise. He should help in retaining through sequential opportunities and support in continuous building and expanding professional skills.

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