

# CENSUS SUPERVISOR TRAINING GUIDE

# SAVVY

Sample Vital Registration with Verbal Autopsy



MEASURE Evaluation  
U.S. Census Bureau



# Census Supervisor Training Guide

## SAVVY

### Sample Vital Registration with Verbal Autopsy



U S C E N S U S B U R E A U  
*Helping You Make Informed Decisions*

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## **INSTRUCTIONS TO THE TRAINER**

This training guide will help you teach all the skills necessary for a person to become a trainer for the **S**Ample **V**ital Registration with **V**erbal Autops**Y** (SAVVY) census. In addition, there are some guidelines provided in this manual that you should follow to help the training progress smoothly.

The key to an effective training session is preparation. If you are prepared in advance, your confidence will be apparent to the trainees. No amount of classroom technique or speaking skill can overcome the handicap of not knowing your subject matter.

Always treat your trainees with respect and courtesy. Remember, they will be working for you.

### **Study the Training Materials in Advance of the Session**

Read and study all the training materials well in advance of the session, including this training guide, the SAVVY census interviewers' manuals, the SAVVY *Census Supervisor's Manual*, and all materials that will be used in the training session. Do not be concerned about your presentation during your initial reading of these materials; concentrate instead on understanding the concepts and operations that are covered. If you do not understand a particular part, reread the portion that covers that part or search for added information in the manuals. If necessary, ask your supervisor for assistance. Be certain that you understand every phase of the supervisor's job before training begins.

### **Live Practice**

Read all the materials several days before the training begins, including this training guide. At this point, read portions of the materials aloud, following the schedule in the training guide, and begin to concentrate on your presentation and the types of questions the trainees are likely to ask. You may find it useful to make notations and marks in the supervisors' manuals to help you during the actual training.

If possible, conduct a small dry run presentation on your own. A dry run is a practice presentation in front of a mirror or a small group of friends, with a clock. The dry run gives you a chance both to find out if you are speaking loudly and clearly, and to assess how long it takes you to cover certain parts of the training. This will also give you a chance to practice referring to the enumeration materials as you speak. Using the materials during this live practice will keep you from stumbling during the training. It is embarrassing and time consuming for you to have to interrupt training to find a page or form. It is even worse when you do not know which form to use and when to use it.

It is important to try and think about possible questions that may be asked during training and try to prepare for them in advance as much as possible by noting important sections in your materials and knowing the topics covered. However, there will always be some questions that are unexpected. In these situations, your answers must be the same as every other supervisor in the country. In order to ensure that your answers are consistent, you should contact your supervisor with any unusual or difficult questions that you receive during training so that they can share the answers with all the other supervisors conducting training sessions.

## Classroom Preparation

Preparing the classroom for training is as important as preparing yourself to conduct the training. Locate and inspect a training site.

*If a training site has been selected for you* — If a site has already been selected, do the following:

- ✘ Meet with the person in charge of the training site.
- ✘ Confirm the earlier agreement.
- ✘ Verify that the space will be available and ready on the days you need it.
- ✘ Inspect the space to make sure it meets the basic requirements for the training site. (See the list below on this page, “A training site should meet the following requirements.”)
- ✘ Notify your supervisor when you are satisfied with the site and have confirmed the earlier arrangements. Discuss any problems with your supervisor.

*If a training site has not already been selected for you* — If a site has not been selected, visit potential sites until you locate one with adequate space that is available during the scheduled training. Use the following suggestions as potential sites:

- ✘ schools, including colleges or vocational training centers
- ✘ churches, synagogues, or mosques
- ✘ community or recreation centers
- ✘ clubs or lodge meeting halls
- ✘ libraries
- ✘ post offices
- ✘ military centers
- ✘ other government offices

A training site should meet the following requirements. It should be:

- ✘ rent-free (if free space is not available, DO NOT make a commitment to rent training space, contact your supervisor for help);
- ✘ quiet and free of distractions;
- ✘ large enough to accommodate all of your trainees, but not too large;
- ✘ equipped with sufficient desk or table space, and seating for all the trainees;
- ✘ well ventilated, as weather requires;
- ✘ have some type of restroom facilities, either on-site or nearby and available for use during training;
- ✘ have eating facilities nearby, or you must tell trainees to bring a lunch; and
- ✘ centrally located, to limit travel by all trainees.



Once the training site is set and your trainees have been selected, you will receive notification from your census supervisor coordinator (CSC) with such information as each trainee's name and contact information. You should keep a copy of this information or copy the information into a notebook to use for attendance during the training session. If it has not already been done, notify your trainees of the date, time, and place of training.

### **Prepare the Training Room for the Training Session**

Arrange the seats and tables so that each trainee can easily see and hear you and see any materials that you'll be using during training. Provide enough space so that each trainee has room to spread out his/her training materials or take notes.

A list of materials needed both by you and your trainees can be found near the end of this chapter. Several days before the training session, make sure you have all the needed materials. Before trainees arrive on the first day of training:

- ✦ Leave a supervisor's manual at each trainee's place, along with a notebook and pen or pencil.
- ✦ See that lighting and ventilation are adequate.
- ✦ Check the locations of water fountains, rest rooms, and lunch facilities.

If available, name cards are very useful for yourself and each trainee, especially the first few days of training. At the first training session, have each trainee write his or her name on a name card using a black marker. Once everyone has taken a seat, make a quick seating chart for your own reference. The seating chart will help you to call on trainees during training and help you remember their names. Ask the class to keep their seats for the rest of the training session.

Do not allow trainees to smoke or eat in the training room during training sessions. Request that all cell phones be turned off during training. Advise trainees of the time and duration of training breaks and the location of nearby bathrooms and dining facilities, and any necessary emergency procedures.

### **How to Use a Training Guide**

*Why we use training guides* —Training guides are used for the following reasons:

- ✦ Training guides ensure **uniform training**. If all trainers use the same training materials, then all trainees receive the same training. All trainees need to receive the same instructions so they will perform their duties in the same manner.
- ✦ Training guides control the **cost and time of training**. The length of time for training is limited, and having a training guide helps trainers to emphasize the most important topics during the set training period. You should make every effort to keep to the training schedule provided. Uniform training keeps the costs of training within the budget.
- ✦ Most supervisors do not have the time or resources to design and prepare a training program. The training guide **frees the supervisor** from the burden of

preparing his or her own training program, allowing him or her to concentrate on working with the trainees.

## **Classroom Training Techniques**

*Keep training upbeat* — This training guide will instruct you in which topics you should cover and in what order during training. However, merely reading a manual or form aloud does not make for an effective training session. The trainer must keep the session upbeat. Only you, the trainer, can make the session effective. You must watch for signs that reflect how well the trainees are learning and how well you're holding their attention. Signs to watch for include trainees' classroom participation, their answers to your questions, and their own questions to you.

If trainees show signs of boredom or fatigue, take a short break, ask questions, or find other ways to keep trainees involved in the training session.

*Techniques to use* — If you follow the training techniques listed below, you will be able to manage the attention of the class and guide the trainees through an effective learning experience:

Study this guide. Be able to deliver training efficiently and accurately. Know the materials so well that when trainees ask questions that will be covered later in the training, you can tell them so and move on without taking time to answer a question that will be covered later.

Know the other training materials. Have copies of the manuals and materials referenced in this training guide available for your reference and put them in order so that they are easy to locate.

Stand up when you conduct training. In doing so, you will gain in two ways. First, you will have better control of the class, because you can see each trainee and the signals of frustration (hearing difficulty, doubt, or other problem) that a trainee's face may reflect. Second, your voice will carry better with less effort on your part.

Maintain eye contact with your trainees. Look up from your reading whenever you reach the end of an important topic and at the end of each paragraph. Look at the trainees' expressions. If someone looks confused or troubled, stop to ask if anyone has a question. Make a mental note to watch persons who look confused during exercises to see if their performance during the exercises demonstrates an understanding of the material. As you gain experience, you will master keeping eye contact while reading. When you look up, be sure to keep your place by using your finger or a pencil to point at where you left off.

Guard against distracting habits. These include jingling coins, twirling a pencil, etc. You do not need to remain completely still, but remember that you want your trainees to pay attention to what you are saying, not what you are doing.

Speak clearly and convincingly. Make sure everyone in the room can hear you without difficulty. Read at a normal rate of speed. Reading too quickly or slowly will lose the attention of the class.

Vary your tone of voice. If your tone of voice is too level, trainees will have a hard time staying focused on what you are saying. Identify the key words in each sentence and try to emphasize them when reading. For example, in the following sentence:

*Keep your supervisor manual with you at all times when working in the field.*

The words in boldface could be emphasized to underline the meaning of the sentence:

*Keep your **supervisor manual** with you at **all** times, when working in the field.*

If you don't know an answer, admit it. Do not fumble around for an answer or, still worse, give the wrong one. Never guess. Look up the answer with the help of the class. If the question is not covered in your materials, tell the class that you will give them the answer after you speak to your supervisor. Then be sure that you do.

Read the manual exactly as it is written. Do not omit anything unless you are instructed to do so by your field office manager (FOM). This ensures that all trainees throughout the country will receive the same training.

Limit discussions. Class participation is a key to effective training, but it must be used wisely. Do not let the trainees' eagerness throw the session too far off schedule. The following techniques will help you to control the class without destroying the trainees' willingness to participate in class discussions:

- ✧ If a trainee asks a question about a point covered later in the guide, tell him or her to hold the question since you will be covering it later. Sometimes you should ask the trainee to make a note and hold a question even if you don't know if it is covered later. If the question is not covered, go back to it at the end of training and try to find the answer in the training materials or get the answer from your supervisor.
- ✧ If a discussion gets out of hand, interrupt the discussion. Tell the trainees that you must end the discussion because there is still a lot of material to cover and continue with the guide. If a trainee persists in pursuing a point, ask him or her to see you during a break, lunch, or after class. Remember that you are working on a schedule. You must make every effort to complete the training in the time allotted.

Do not call on the eager trainees all the time. Try to bring your more reserved trainees into discussions, to see if they are following the material. Some people do not speak in class because they are shy, while others may not speak up because they do not understand the material. It is your job to try and draw out those who do not understand so that you can clarify the topics that are confusing them.

Encourage the trainees to learn. Acknowledge incorrect answers by being tactful. Do not embarrass a trainee, but try to lead him or her to the correct answer. Repeat whatever part of the answer is correct to be supportive and try to rephrase the question to give hints. Sometimes, calling directly on a person who looks confused may cause them embarrassment and they may deny that there is any problem. It is often better to try and speak to trainees individually during breaks or during exercises.

### **Guidelines for Calling on Trainees**

It can be very difficult for people to stay focused when sitting in a room and listening to one person for several hours. This type of instruction-only exchange also does not allow the trainer to gauge whether the trainees are following the instruction or understanding the material presented.

In order to keep the trainees' attention and reinforce the instruction, it is recommended that you call on trainees and ask a question related to each topic after it has been presented. Be sure to call on trainees by name and try not to call on the same trainees. Often a trainee will not speak up if he or she does not understand a topic, for fear of ridicule. Therefore, try to call on each trainee during the training.

Use the APC method of asking questions: Ask, Pause, Call. Ask a question; pause while all the trainees think about the answer; then call on a trainee by name to give his or her answer.

Always acknowledge a correct answer by saying something positive such as, "right," "good," or "okay," etc. If an answer is more than a few words long or is complicated, repeat the correct answer, referencing your materials, after you acknowledge the answer given by the trainee.

If the trainee does not answer correctly, try to lead the trainee to the correct answer by re-asking the question, by asking additional questions, or by referring the trainee to the manual or training materials. Never embarrass him or her by simply saying, "You're wrong."

Remember that the trainees may not always answer exactly as worded in the manual, but the answer should contain the most important information. An answer worded slightly differently than the manual's wording is not incorrect, and you should encourage trainees not to resort to reading answers directly from the manual. Having trainees express concepts in the manual in their own words increases their understanding.

### **Using the List of Trainees**

Use the list of trainees provided by your office during and after class. Use the list of trainees as an attendance sheet during class. Mark the list to indicate which trainees did and did not attend the training each day.

If a trainee is no longer interested in the job, print, "will not attend" next to the name of that trainee, including any reason given for the trainee's departure, and notify your supervisor. Your supervisor may be able to have a replacement trainee hired in time for training. If a replacement trainee is selected at the beginning of training, add the name of the replacement trainee to the bottom of your list.

At the end of training, forward to your field office manager the list of trainees and attendance record, along with what supervisory area was given to each trainee and the names of their census supervisor's coordinators.

### Training Materials

You must obtain all training and supply items listed on these pages for you and your trainees, as prearranged with your CSC. Materials provided to trainers **PRIOR TO FIRST TRAINING** include:

- ✘ **SAVVY Census Supervisor's Manual for each trainee** (Bring your copy with you to every training session for reference)
- ✘ **supervisor maps**, showing the AA's in the different supervisory areas
- ✘ sample **Supervisor's Management Record** (for use by trainees during training)
- ✘ sample **Initial Observation Checklist** (for use by trainees during training)
- ✘ sample **Quality Assurance Review Page** (for use by trainees during training)
- ✘ sample **Quality Assurance Check Record** (for use by trainees during training)
- ✘ sample **Unit Verification** (for use by trainees during training)
- ✘ sample **Error list** (for use by trainees during training)
- ✘ **notebooks** (at least one for each trainee)
- ✘ **pencils and pens** (at least one for each trainee)

Materials useful for conducting training, if available, include:

- ✘ name cards
- ✘ black markers
- ✘ yellow highlighter
- ✘ flip chart, large paper, or blackboard and appropriate writing instruments
- ✘ letter to thank donor for space

Materials distributed to trainers also include:

- ✘ list of trainees
- ✘ supervisor area appointments (one for each trainee)
- ✘ official supervisor's identification card (one for each trainee)
- ✘ additional instructions and information from your office, as needed

*Using the materials in class* — Put a *SAVVY Census Supervisor's Manual*, notebook, and pen or pencil at each trainee's place at the training site prior to his or her arrival. Use this training guide to ensure that you are covering all the topics in the manual. Read the manual sections indicated aloud to the class, or ask for a trainee volunteer to read selected sections. After some

sections, the training guide will list notes for you to follow. Be sure and follow all notes in the training guide.

You will receive a supervisory area appointment for the trainees in your class. You may also receive some basic administrative paperwork that must be completed at the beginning of training. Either you or an administrative officer will administer this paperwork once the trainees have arrived, brief introductions have been made, and attendance has been taken.

You will receive additional instructions and information from your office. These include:

- ✘ trainees' employee identification codes, CSC names, contact information, and employee identification codes, and the SAVVY census supervisory areas (you will provide trainees with this information at the end of the training session), and;
- ✘ the SAVVY office may provide other information during training either in the form of additional materials, or written or verbal instructions.

You will pass out identification cards at the beginning of the training session. If there are more trainees than identification cards, you will need to obtain more cards from your CSC. If you have more cards than trainees, return the excess cards to your CSC at the end of training.

You will receive an assignment for each trainee that you will hand out upon the successful completion of training. These assignments include maps and supervisory materials listed in the *Census Supervisor's Manual* and as needed for the supervising process. You may need to make some choices, under the direction of your CSC, if you have more successful trainees than assignments or if you have fewer successful trainees than assignments.

## TRAINING OUTLINE (BEGINNING OF CLASSROOM TRAINING)

Welcome trainees and ask them to sign their names next to their printed name in your notebook. If you have name cards, ask the trainees to write their names on the cards and use them.

When everyone has arrived, introduce yourself and explain that this training is for SAVVY census supervisors. Inform trainees how many days the training will last and be sure that no one is at the wrong training center.

Ask trainees to introduce themselves one by one.

Inform trainees of the following points:

- ☒ daily start time of training
- ☒ morning break time and duration
- ☒ lunch break time and duration
- ☒ dining arrangements available
- ☒ afternoon break and duration
- ☒ daily training ending time

Ask trainees to please respect the following rules:

- ☒ required attendance every day of training
- ☒ be at the training center before the starting time each day, and return promptly from breaks
- ☒ cell phones should be turned off during training
- ☒ no smoking or eating during training sessions

Ask trainees to open their *Census Supervisor's Manual* to the Table of Contents. Inform them that you will be covering each of these chapters during the training session.

Ask the trainees to turn to the beginning of Chapter 1 on page 1.





## **CHAPTER 1 OF THE SUPERVISOR'S MANUAL: WHAT IS SAVVY?**

- ✦ Explain that Chapter 1 provides a general overview of the SAVVY system. Details about the trainees' specific roles in the SAVVY system will become clear during training.
- ✦ Read Chapter 1 to the class.



## CHAPTER 2 OF THE SUPERVISOR'S MANUAL: RESPONSIBILITIES OF THE SAVVY CENSUS SUPERVISOR

Read the chapter summary paragraph at the beginning of this chapter (the summary paragraph will tell the trainees about their responsibilities in general). After reading the summary, read the following text:

*Supervisors, in order for you to supervise your interviewers effectively, you have to understand what it is that they are required to do and how they are supposed to go about the job. The best way for you to understand this is for you to actually receive the same training that the interviewers receive. If you have already received interviewer training, please keep in mind what the interviewer does while we talk about supervisory responsibilities in this training. If you have not received interviewer training, please let me know and I will arrange for you to take such training.*

*Also keep in mind that the training materials used for interviewer training are the same materials that you will use to train interviewers, so it is important that you attend the interviewer training.*

Read the following sections from Chapter 2 of the manual aloud:

**The Supervisor's Responsibilities**, found on page 7.

**What Supervisors Do**, page 7.

**Supervisor Materials**, page 8, holding up examples of the materials as you read about them.

**Confidentiality**, found on page 13.

**Falsification of Data**, on page 13.

Ask if there are any questions. Call on trainees and ask the following:

- ☒ Name a responsibility of a SAVVY census supervisor.
- ☒ What does “confidentiality” mean?
- ☒ What is “falsification of data”?



## **CHAPTER 3 OF THE SUPERVISOR'S MANUAL: INTERVIEWER TRAINING**

Read the chapter summary paragraph at the beginning of this chapter on page 15, and explain that this chapter provides general guidelines for conducting interviewer training. Explain how to obtain training space and how to conduct training. Inform the trainees once again that, for interviewer training, they will use the same training manual that was used for the interviewer training that they received.

Stop and ask if there are any questions.



## CHAPTER 4 OF THE SUPERVISOR'S MANUAL: INTERVIEWER ASSIGNMENTS

Read the chapter summary paragraph at the beginning of this chapter (page 17 of the manual) and inform the trainees that this section discusses the procedures to be followed while assigning interviewer assignments.

After reading the summary, read the following aloud:

*Your interviewers' assignment materials include the address listing book, maps, and questionnaires, as well as a supply of other forms. For the baseline census, blank address listing books and questionnaires are provided. For the census update round, pre-printed address listing books and pre-printed questionnaires are provided for every household interviewed during the baseline census, and a supply of blank change questionnaires is provided for added housing units and structures.*

*You will be responsible for each interviewer assignment in your supervisory area (SA). You will work with the field office to assign the assignment areas (AAs) and fill out the date assigned, along with the interviewer's name and ID code, in the address listing books. To assign work efficiently, you will need to know the specific AA in which each interviewer in your crew lives. One option is to have each interviewer mark the location of his or her address on your supervisor area map, which you will receive at the conclusion of training. This map shows the location of every AA in your SA. From there you should be able to determine the AA in which each interviewer lives and then assign the work closest to their homes, if possible. If two interviewers live in the same AA, you will need to assign one of them to another nearby AA.*

*In order to manage your supervisory tasks efficiently, and as a general rule, **assign only one AA to an interviewer at a time.***

*To complete the SAVVY baseline and census updates on time, your crew of interviewers must be fully staffed, and each interviewer must work the hours they agreed to when they were hired. Inform your office supervisor immediately if any of your interviewers are working fewer hours than the hours they were hired to work.*

Stop and ask if the trainees have any questions, and answer them. Resume reading the following:

*Now that you know how to assign AAs, let us discuss reassigning AAs if an interviewer quits or is released because you or the SAVVY office are not satisfied with the work done by an interviewer.*

*If you need to reassign an AA, you will need to fill out some forms. These are the Supervisor's Management Record and Address Listing Book Cover Page.*

Look at the Supervisor Management Record provided in the *Census Supervisor's Manual* in Appendix A, page 51. After pausing, continue reading aloud:

*If you reassign an AA to another interviewer, you will need to update the Supervisor's Management Record to reflect the new assignment information. In order to make this change, go to the next available blank line in the form and enter the AA number and date reassigned in the first column. Then enter the Interviewer ID code and name of the interviewer you have reassigned the AA to in the second column.*

Pause, then continue reading:

*If you reassign an AA you will need to transcribe the latest cumulative entries from the daily records to the new interviewer's listing on the Supervisor's Management Record. Transcribe the information in the Supervisor's Management Record under the interviewer's column. You will also print "Reassigned" across the unfilled columns for the original interviewer. This indicates that the AA has been reassigned.*

*It is critical that you keep your Supervisor's Management Record up-to-date when you assign or reassign new assignments and reassignments. You and your supervisor need to know what is happening to an AA and where it is, and the management record is the most efficient tool for you to track the AAs until you receive the address listing book after canvassing is completed.*

*When you reassign an AA, you will also need to complete the address listing book. When you reassign an AA, enter the name and address of the new interviewer on the address listing book cover and the date you reassigned the AA to the new interviewer.*

Pause, then continue reading:

*Let's recap what we have discussed.*

*Where can you find a list of all AAs in your supervisory area (SA)?*

**Answer:** The Supervisor's Management Record.

*In general, how many AAs should you assign to an interviewer at one time?*

**Answer:** One.

*Why is it important to know the AA number in which in each interviewer lives?*

**Answer:** So I can assign work as close to the interviewer's home as possible.

*What other forms besides the Supervisor's Management Record must you fill out before you can give an assignment to an interviewer?*

**Answer:** The address listing book.

*Let's discuss another situation you might encounter – split AAs. Some AAs in your SA may be so densely populated that the workload will require more than one interviewer. Your office supervisor will let you know if an AA has been "split" and advise you on how to explain the split to the interviewer. However, you need to remember that "split" AAs are rare.*



## CHAPTER 5 OF THE SUPERVISOR'S MANUAL: INITIAL OBSERVATION VISITS

Read the chapter summary paragraph at the beginning of chapter 5 of the manual (page 19) and explain that this chapter provides details about conducting initial interview visits with the interviewers. After reading and discussing the summary, read the following text aloud:

*As a supervisor, you will conduct initial observations of each interviewer in your crew. These initial observations will ensure that the interviewer understands his or her training, and that he or she is following interviewing procedures correctly.*

*You will need to start your initial observations during the interviewers' first few days in the field. By starting early, you can help them get off to a good start and can correct any mistakes early in the process of interviewing. You must always remember that you are here to help your interviewers, so always be prepared to answer their questions.*

*Based on your reactions from the interviewer training session, try to schedule your first observations with interviewers that you feel may need a little extra help.*

*During these observation sessions, if you discover that an interviewer is not following correct procedures, show him or her the right way to perform the task before going to the next address. However, never embarrass an interviewer by correcting him or her in front of the respondents. You should interrupt only if an interviewer is making serious mistakes or giving the respondent wrong information. You need to be very tactful when you interrupt.*

Pause, then continue reading aloud:

*Now, turn to page 20 in your Census Supervisor's Manual and read the section called How Much to Observe.*

Allow time for them to read. Then continue by reading the following aloud:

*As you have read in this section, you will observe the interviewer fill in the address listing book with five addresses during the baseline census. During the census update, you will need to observe each interviewer update five addresses in the address listing book. You will also observe interviewers complete their questionnaires in two to five housing units during the baseline as well as the census update.*

Pause, then continue:

*Now look at the Initial Observation Checklist in your Census Supervisor's Manual, beginning on page 20. At the top, you will enter your name and the supervisory area. In section 3, you will enter each interviewer's name and date of initial observation.*

*Does everyone see where the name of the interviewer needs to be entered?*

*For each task that you observe during the initial observation, you will enter an "X" under the "Yes" column, if the interviewer is performing the task*

*satisfactorily, or enter “X” in the “No” column if he or she is not performing the task correctly.*

*Since this is a short observation, you may not see all of these tasks performed during the initial observation. However, you should try to observe as many of these as possible. If you do not observe a task, leave that line blank.*

*Let’s look at the observer’s checklist.*

*This list includes aspects of the interviewer’s job that you need to discuss with the interviewer during the initial observation. Such a discussion will remind the interviewer of procedures learned during initial training and reinforce that training.*

*In Item 5, shown on page 21, enter an “X” in the column for the interviewer to indicate that you discussed each procedure listed with the interviewer.*

Pause then continue reading:

*In Item 6, you will evaluate the interviewer based on your initial observation. Your evaluation will rate the interviewer’s work.*

*You must know that an interviewer does not have to be perfect to achieve a satisfactory rating and, in some cases, a “weak” interviewer will improve to “satisfactory” during the initial observation, based on your feedback during the observation.*

*However, some interviewers will need additional training, and you will need to schedule on-the-job training (OJT) for them.*

## **CHAPTER 6 OF THE SUPERVISOR'S MANUAL: ON-THE-JOB-TRAINING**

Read the chapter summary for this section (page 23) and explain that the chapter discusses how to conduct on-the-job training.

Have trainees read the remainder of the chapter (allow time).

State the following: "Do you have any questions about OJT?"

Answer any questions.



## **CHAPTER 7 OF THE SUPERVISOR'S MANUAL: INTERMEDIATE REVIEW OF WORK**

Read the chapter summary on page 25 of the manual, and explain that this section describes the process of intermediate review.

After reading and discussing the summary, read the following aloud:

*The intermediate check needs to be performed on all interviewers around the middle of the census process. This check must be performed first on those interviewers who rated as below average or poor during the initial observation, and needed OJT. For these interviewers, the intermediate check is to make sure that they have moved up to the satisfactory level after OJT. After the work of these interviewers has been reviewed, you will need to check the work of all the other interviewers in your crew.*

*During the intermediate check, you will review weak points from the initial observation, check entries in the address listing book, on the maps, and on the questionnaires.*



## CHAPTER 8 OF THE SUPERVISOR'S MANUAL: COLLECTING COMPLETED WORK AND THE FINAL REVIEW

Read the chapter summary and explain that one of the most important responsibilities of a supervisor is to review the completed work of interviewers.

After reading and discussing the summary, read the following aloud:

*You will review your crew's work three times during the census process. The first review takes place within the first few days of interviewing and is called "initial observation." The second review takes place at an intermediate time during the census process and is termed "intermediate check." You will conduct a final review of the work of your interviewers after they have submitted their completed work. During these reviews you must check the address listing books, maps, and completed questionnaires.*

*When you review work completed by your interviewers, remember some of the basic rules that need to be followed by all interviewers:*

- ✘ *Do not accept any **work that is incomplete, illegible, or inaccurate**. Return materials to the interviewer under these circumstances. Make sure that there are no stray marks in the answer spaces of the questionnaires. Make sure that all entries are made in the boxes provided in the questionnaires.*
- ✘ *You will **use sections A and B of the Quality Assurance Review Page**, shown in Appendix C of the manual (page 55), as you review completed interviewer questionnaires and address listing books and maps.*
- ✘ *After you have completed a final review, the interviewer and you will certify the listing book by **signing and dating the certification statement** in the lower portion of the quality assurance review page.*

Pause, then continue reading aloud:

*You will use Section A – Questionnaire Review on the Quality Assurance Review Page to review the questionnaires. Now look at this section of the Quality Assurance Review Page in the Census Supervisor's Manual.*

Allow time, then continue reading aloud:

*Now let's practice reviewing a questionnaire using the Quality Assurance Review Page, found on page 55, Appendix C, of the manual. **First, let's consider reviewing a baseline questionnaire.***

*For this exercise, let's assume that interviewer Mary Savvy has submitted this questionnaire for 15 Pepfar Street for review.*

*Look at the first point in section A of the review page. Now, assume that you found a unit address that is correctly added to the label area of the questionnaire.*

*You can then move on to step 2 in section A of the review page.*

Pause, then continue reading aloud:

*Since this is a baseline questionnaire, there has been no address change, and therefore the second point is not applicable in this case.*

*What is step 3? Make sure all questions are answered following the prescribed skip pattern wherever applicable.*

*Now let us think about our example once again. Did Mary Savvy have all the questions answered? The answer is “yes.”*

*Now we know that Mary Savvy completed this section of the questionnaire correctly.*

*It is important that the interviewer try to obtain as much information as possible about persons living in the housing unit.*

Pause, then read aloud:

*Let’s again refer back to the review page. Does the questionnaire meet the requirements of step 4 in section A?*

*The answer is “yes.” The number of persons listed equals the number of answers in each question.*

Pause, then read aloud:

*Now let’s practice reviewing another questionnaire using the Quality Assurance Review Page. **But this time, we will consider the questionnaire to be for a follow-up.***

*For this exercise, let’s assume that interviewer Mary Savvy has submitted this questionnaire for 30 Pepfar Street for review.*

*Look at the first point in section A of the review page. Now, assume that you found a unit address. If it is a new housing unit that did not exist during the baseline, check to see if the address is correctly added to the label area of the questionnaire.*

*You can then move on to step 2 in section A of the review page.*

Pause, then read aloud:

*Since this is an update questionnaire, this is either an old housing unit (HU) or a new one. Make sure that section D in the update questionnaire is marked accordingly.*

*What is step 3? Make sure all questions are answered following the prescribed skip pattern wherever applicable.*

*Now let us think about our example once again. Did Mary Savvy have all the questions answered? The answer is “yes.”*



*Now we know that Mary Savvy completed this section of the questionnaire correctly.*

*It is important that the interviewer try to obtain as much information as possible about persons living in the housing unit.*

Pause, then read aloud:

*Let's again refer back to the review page. Does the questionnaire meet the requirements of step 4 in section A?*

*The answer is "yes." The number of persons listed equals the number of answers in each question.*

Pause, then read aloud:

*Let's look at coverage issues now.*

*Remember the following about the coverage questions:*

- ✧ *Section E of the baseline and update questionnaires confirms that the interviewer has included everyone he or she should have included and no one that should not have been included. Make sure that these numbers match with the number of people interviewed.*
- ✧ *For the updates, the HU needs to be marked as "old" or "new" household.*

Pause, then read aloud:

*Now you have seen how to use the Quality Assurance Review Page to review completed questionnaires for an HU. And you will notice in the field that most of the questionnaires will be complete. However, let's discuss what you will need to do if a questionnaire is incomplete.*

*In Chapter 7, Intermediate Review of Work of your Census Supervisor's Manual is a section that discusses questionnaire review. Please look at this section on page 27, under the heading "**Questionnaire review.**"*

Pause, then read aloud:

*As you see in this section, you should first encourage the interviewer to obtain the missing information from the respondent by making a personal visit or by making a phone call, where possible, before you accept the questionnaire. If needed, return the questionnaire to the interviewer for completion.*

*Once you have completely reviewed the questionnaire and have entered your initials, you accept full responsibility for the quality of the information on that form. Therefore, **do not** initial a form unless you are confident that it will pass further review. The questionnaires will be reviewed again at the SAVVY office and any work that is unacceptable will be rejected and returned to you to be corrected.*

*Does everyone understand this?*

*Now, suppose that the interviewer is unable to contact the respondent again even after he or she makes two personal visits to the HU, you will consider this as an incomplete or partial interview.*

*Acceptance of a partial interview should be very rare, and only done after the interviewer has made every effort to gather the missing information. However, if you determine that you have a partial interview, you will initial the questionnaire and will mark it as a partial interview.*

*A partial/incomplete interview is one of the special circumstances that warrant a personal visit to the field. Other special circumstances when you will need to visit the field are if “the population is unknown,” “closeout population is 1,” or “zero housing units are listed in an AA.”*

*For a more detailed account of these special circumstances, look at the final pages of the Quality Assurance Review Page.*

Pause, then read aloud:

*Are there any questions about incomplete/partial interviews?*

Answer questions. Then read:

*Monitor the number of incomplete/partial interviews turned in by each interviewer. This reflects not only the interviewer’s performance, but also on your performance as a supervisor. It is inevitable that there will be some partial interviews, but you must make every effort to keep the number to a minimum.*

Pause. Then read:

*Are there any more questions about incomplete/partial interviews?*

Answer questions. Then read:

*Besides checking the questionnaire, you will review the address listing book for each address, using **Section B – Address Listing and Map Review** of the Quality Assurance Review Page. Turn to the Quality Assurance Review page once again.*

Allow time. Then read:

*First of all, you will need to skim through each page of the address listing book to make sure that the entries are correct and legible.*

*In addition, you will also make specific checks to address the following:*

- ✘ *For the baseline interviews, the interviewer has affixed a matched ID to both the address listing book and the questionnaire. The same should be checked for add pages in the update interviews.*
- ✘ *You will also make sure that the interviewer is generally staying within the boundaries of his AA. If you find that the interviewer is not finishing one block before canvassing another block, you need to question the interviewer to ensure that he or she is canvassing properly.*
- ✘ *Make sure that when interviewers cannot locate an address during the update interview, they must turn in a note along with the questionnaire.*

- ✧ *Make sure that interviewers have map-spotted all housing units on the AA maps.*
- ✧ *If there is any item in section B of the Quality Assurance Review Page that was marked as “no,” ask the interviewer to correct the item in your presence. Most address listing errors generally involve sloppiness or illegible entries, which can be corrected on the spot. However, if they cannot be corrected in your presence, the interviewer will need to correct them in the field. Do not accept any address listing book as complete unless all errors have been corrected.*

*If you accept the address listing as correct, enter your initials in the address listing cover page and the update change page, as applicable.*

*Are there any questions about reviewing the address listing book and maps?*

Answer questions. Then read:

*You must also review any notes provided by your interviewers. Interviewers will write notes to report various situations including those pertaining to their work assignment. In case you need to advise your census supervisor coordinator (CSC) about a situation, you will also need to write a similar note.*

Pause. Then read aloud:

*Your work schedule will most likely vary since each supervisor’s district will be different. Therefore, the most productive time for you will not be the same as for the next person. It is absolutely okay to adjust your work schedule somewhat from what I just mentioned. However, be sure to stagger your meeting times, to avoid having your interviewers spend time waiting for their turn when they could be working.*

Pause. Then read aloud:

*You must watch to make sure that your interviewers do not work more than eight hours per day or 40 hours per week. If an interviewer is getting close to 40 hours for a week, remind him or her to save enough hours for a more productive time period, such as early evenings and Saturdays.*

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