Core Supervision Model for Multi Professionals

Supervisor Self Assessment Tool

# Supervisor self-assessment tool

This self-assessment questionnaire affords you the opportunity of getting some 360° feedback from supervisees, peers, tutor and supervisor. Each person is asked to rate each area of skill on a one to five scale. To create some common understanding of how to use this rating scale the following definitions are offered:

1. **Professional learning need** – don’t know how to do this.
2. **Second Stage learning need** – know how to but unable to make it happen.
3. **Sporadically competent** – occasionally do it fine.
4. **Consistently competent** – this has become part of natural way of doing things.
5. **Mastery** – can role model for this – can teach it to others.

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| *See above for full* *definition of headings*    | **1** Professional learning need   | **2** Second stage learning need | **3** Sporadically competent  | **4** Consistently competent  | **5**Mastery  |
| **Knowledge** |  |  |  |
| **1**   | Understand the purpose of supervision |  |  |  |  |  |
| **2**   | Clear about the boundaries of supervision |  |  |  |  |  |
| **3**  | Understand the following elements: |  |  |  |
|     | • Managerial/professional |  |  |  |  |  |
| • Educative/developmental |  |  |  |  |  |
| • Supportive/restorative |  |  |  |  |  |

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| **C.L.E.A.R supervision skills** **C**(contract) **L**(listen) **E**(explore) **A**(action) **R**(review) |  |
| **C1**  | Can explain to supervisees the purpose of supervision and can describe one’s own way of working |  |  |  |  |  |  |
| **C2**  | Can negotiate a mutually agreed and clear contract (practicalities; roles and responsibilities; boundaries; joint-success criteria) |  |  |  |  |  |  |
| **C3**  | Can maintain appropriate boundaries |  |  |  |  |  |  |
| **C4**  | Can set a supervision climate that is: |  |
|       | • Empathic |  |  |  |  |  |  |
| • Genuine |  |  |  |  |  |  |
| • Congruent |  |  |  |  |  |  |
| • Trustworthy |  |  |  |  |  |  |
| • Immediate |  |  |  |  |  |  |
| **C5**  | Can maintain a balance between the managerial, educative and supportive functions |  |  |  |  |  |  |
| **C6**   | Can end a session on time and appropriately |  |  |  |  |  |  |
| **L1**  | Can listen well at multiple levels |  |  |  |  |  |  |
| **L2**    | Can appropriately match different people and build rapport quickly |  |  |  |  |  |  |
| **L3**   | Can use a range of appropriate questions |  |  |  |  |  |  |

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| **E1**   | Can flag clearly the intent of an intervention |  |  |  |  |  |  |
| **E2**  | Can use the following types of intervention: |  |
|        | • Prescriptive |  |  |  |  |  |  |
| • Informative |  |  |  |  |  |  |
| • Confrontative |  |  |  |  |  |  |
| • Catalytic |  |  |  |  |  |  |
| • Cathartic |  |  |  |  |  |  |
| • Supportive |  |  |  |  |  |  |
| **E3**   | Can appropriately express a wide range of emotions |  |  |  |  |  |  |
| **E4**   | Can enable transformational moments in the here and now |  |  |  |  |  |  |
| **A1**   | Can move supervisee into action phase |  |  |  |  |  |  |
| **A2**    | Can clarify the who, what, when, where and how of the action |  |  |  |  |  |  |
| **A3**    | Can help supervisees to rehearse appropriate interventions |  |  |  |  |  |  |
| **R1**  | Can give feedback in a way that is: |  |
|       | • Clear |  |  |  |  |  |  |
| • Owned |  |  |  |  |  |  |
| • Regular |  |  |  |  |  |  |
| • Balanced |  |  |  |  |  |  |
| • Specific |  |  |  |  |  |  |

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| **Process skills** (M=Mode) Can skilfully focus on: |
| **M1**  |  Client content/phenomena |  |  |  |  |  |
| **M2**  |  Supervisee’s interventions |  |  |  |  |  |
| **M3**  |  Supervisee/client relationship |  |  |  |  |  |
| **M4**  |  Supervisee’s reactions and assumptions |  |  |  |  |  |
| **M5**  |  Supervision relationship and parallel process |  |  |  |  |  |
| **M6**  |  Own reactions and assumptions |  |  |  |  |  |
| **M7**  |  The wider context |  |  |  |  |  |
| **Capacities or qualities** |
| **1**  | Takes appropriate leadership |  |  |  |  |  |
| **2**  | H as the appropriate authority, presence and Impact for the role of supervisor |  |  |  |  |  |
| **3**   | Able to build relationship and comment on it |  |  |  |  |  |
| **4**  | Able to encourage, motivate and carry appropriate optimism and develop self-supervision skills in supervisee |  |  |  |  |  |
| **5**    | Has awareness of when they find themselves deferring to others |  |  |  |  |  |
| **6**  | Can work across difference, trans-culturally sensitive to individual differences |  |  |  |  |  |
| **7**   | Has developed and practices ethical maturity |  |  |  |  |  |
| **8**  | Has a sense of humour |  |  |  |  |  |
| **9**  | Has a sense of humility |  |  |  |  |  |

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|  **Commitment to one’s own ongoing development** |  |  |
| **1**   | Can ensure own appropriate supervision |  |  |  |  |  |
| **2**  | Committed to updating own practitioner and supervisory skills and knowledge |  |  |  |  |  |
| **3**  | Can recognise own limits and identify own strengths and weaknesses as a supervisor |  |  |  |  |  |
| **4**  | Receives regular feedback from |  |  |
|     | • Supervisees |  |  |  |  |  |
| • Peers |  |  |  |  |  |
| • Own supervisor/seniors |  |  |  |  |  |

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| *Optional:* |  |  |  |
| **For group supervisors** |  |  |  |
| **1**   | Can ensure knowledge of group dynamics |  |  |  |  |  |
| **2**    | Can use the process of the group to aid the supervision process |  |  |  |  |  |
| **3**   | Can handle competitiveness in groups |  |  |  |  |  |
| **For senior organisational supervisors** |  |  |  |
| **1**   | Can supervise inter-professional issues |  |  |  |  |  |
| **2**   | Can supervise inter-organisational issues |  |  |  |  |  |
| **3**  | H as knowledge of stages in team and organisational development and systems theory |  |  |  |  |  |
| **4**    | Can surface the underlying team or organisational culture |  |  |  |  |  |
| **5**   | Can facilitate organisation change |  |  |  |  |  |
| **6**    | Can create a learning culture in which supervision flourishes |  |  |  |  |  |

Please try and use an appropriately wide range of scoring, do not reduce everything to a median score. After scoring this yourself, please send copies of this self-assessment questionnaire to two supervisees, one colleague/peer and your supervisor. Arrange for feedback from each person who fills in one of these forms. The objective is not so much to arrive at a score, but to start a series of 360° conversations that will hopefully stimulate further learning and new areas of focus for the development of your practice.