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.