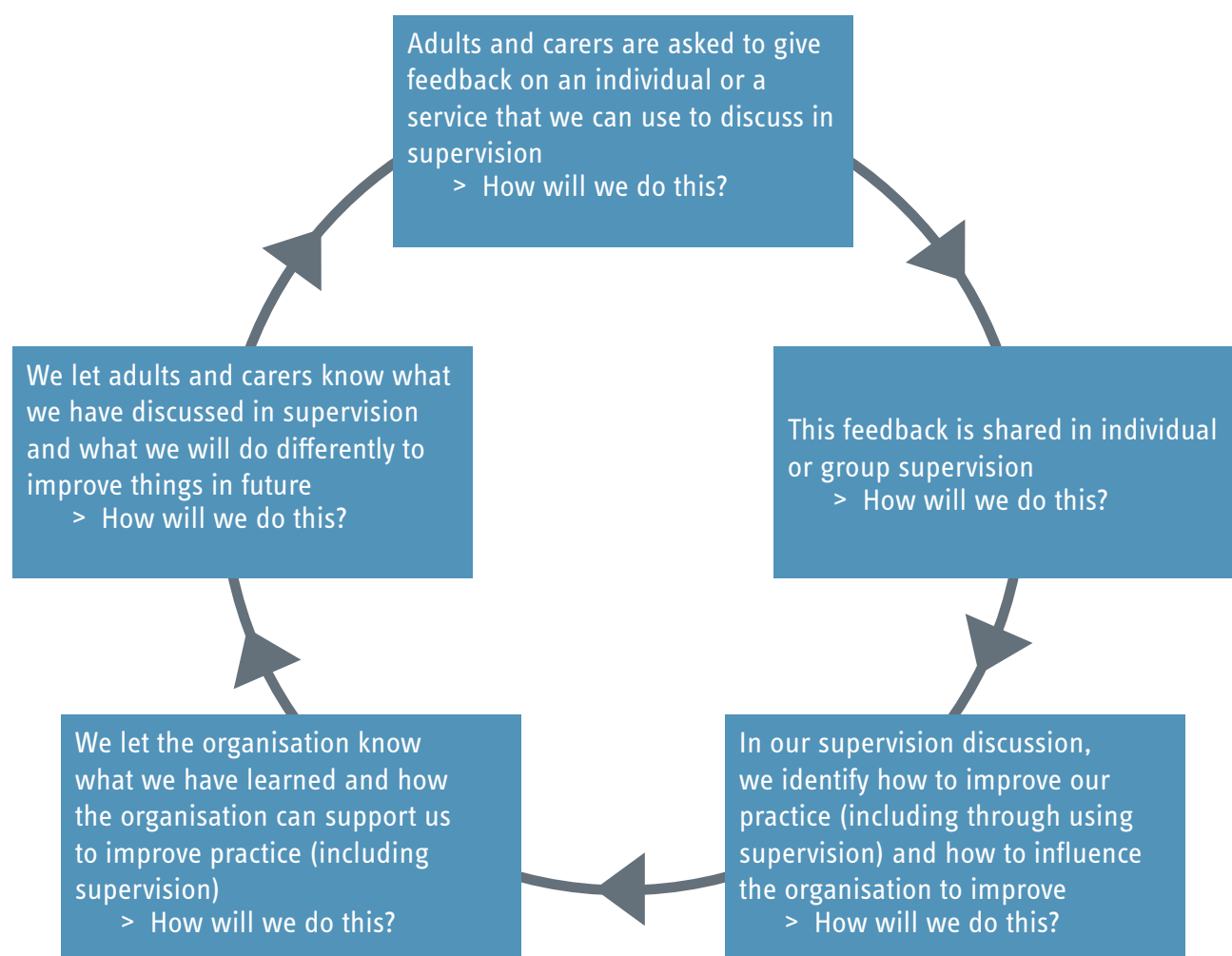


## Tool 22: Adults and Carers feedback

People who use services are keen to find ways of providing feedback about their experiences. They would also like the opportunity to highlight good practice (Carpenter et al 2012).

This tool enables you to identify how adults and carers can be involved in improving practice, through using feedback in supervision discussions.

*You can use this tool to identify how individually or as a group you will gather and use feedback in supervision. In individual supervision, you can use feedback from people you work with to identify how to improve your own practice and organisational learning. In group supervision, you can look at wider feedback to discuss practice and organisational improvement.*



## Tool 23: Bridging interview

This exercise helps you to prepare feedback and to rehearse giving the feedback.

### In groups of three:

- > Each person on their own, without discussion thinks of a real, preferably current situation in which you need to give critical feedback to someone in supervision about their performance or practice
- > Imagine you have planned to address this issue at the opening of the next supervision session. Now write down an opening statement in which you explain your concerns by giving specific feedback. Take a maximum of 10 minutes to do this
- > Having prepared the statements, each person in the group takes turns to very briefly explain the context in which the statement is being given, and then reads their statement out. Please read this slowly and repeat it if necessary
- > The other members of the group listen to the statement and then comment on:
  - What was good about it in terms of its specificity, ownership, clarity, and message to the member of staff
  - Whether any bits were unclear, or ambiguous
  - Any ways in which the statement might be improved.

Each statement and the commentary on it should take no more than about 10 minutes to read and discuss.

## Tool 24: Giving feedback on supervision

Supervision is based on a relationship of trust and respect. Within that relationship negotiation can happen about how to work well. Challenge and support can be offered.

This tool helps you to give feedback on the supervisory relationship in a constructive way to ensure that you get what you need from supervision. Ideally this will happen regularly from both parties. This means that if there is an issue, you are already accustomed to talking about how things are going.

*Supervisees and supervisors can use this tool as a template for discussion, or to help prepare to give feedback. You can also use this tool to start a conversation about how you want to be able to feedback to one another.*

### Principles

If you are giving feedback, there are some important ethical considerations about doing this well (Morrison 2005).

- > Representation – does the other person have a chance to give their views?
- > Consistency – would I raise this in the same way with someone else?
- > Impartiality – am I being affected by personal feelings or bias?
- > Accuracy – do I have evidence for what I am saying?
- > Correctability – am I prepared to find out that I am wrong?
- > Ethicality – am I treating people with respect and dignity?

This is also how you should be responded to.

Feedback should be clear, owned, regular, balanced and specific (Hawkins and Shohet, 2006).

### CLEAR

Try to be clear about what the feedback is that you want to give.

### OWNED

The feedback you give is your own perception and not an absolute truth. It says as much about you as the person who receives it. It is helpful to state that it comes from you e.g. “I felt that...I liked...”

### REGULAR

Regular feedback is more likely to be useful. This allows ongoing learning. Try to give feedback when a person will find it useful and in a timely manner.

### BALANCED

It is good to balance positive and negative feedback. Feedback should be rounded and not totally based on one specific, out of character occurrence. If you find that the feedback you give one person is always positive or always negative, it probably means your view of that person is distorted. This does not mean you must always balance something positive with something negative, but try to get a balance over time.

### SPECIFIC

It is not easy to learn from very general feedback, for example, “you are a wonderful listener”. It is more helpful if you can say something specific like, “When I am talking you always stop what you are doing and give me your whole attention”. Specific feedback gives the receiver information they can use.

## Giving difficult feedback

The first step is to consider the evidence of what good looks like and what is happening. You can gather information about what good supervision should involve from this resource and from your supervision policy. You can then note down what is happening in your supervision that is different from this.

Discuss the gap between what you expect from supervision and what is happening. “I need to talk to you about how supervision is going. My understanding is that this should be happening... However, I have noticed that this is happening.”

Ask the other person for their view. “What do you think?”

If there is agreement that there is a gap, then you can discuss why this might be happening and what you can do about it.

You may be able to work differently together, seek additional support, or influence the organisation to change. There are lots of tools in this resource that can help you to think through what you need and how to achieve it.

<p>What good looks like</p>	<p>What is happening</p>
<p>What could happen differently</p>	

- > You may want to get advice and support from a trusted colleague before giving feedback if you are not sure about how best to give it.
- > It is often helpful to write down what you are going to say and to practise saying it to someone else.
- > You may need to get support from HR or from a representative.
- > If this is a widespread issue in the organisation, then you may need to try to influence it as a whole team or a service.

## Tool 25: Practice observation

Direct observation of practice allows someone to ‘show me’ rather than ‘tell me’ what they do.

This tool supports practice observation and discussion of this in supervision. It is based on the ASYE observation tools developed by Skills for Care.

*The tool can be used to carry out a practice observation and then reflect on it in supervision.*

**Name of worker** .....

**Name of observer** .....

**Date and setting** .....

**Date for feedback (in supervision)** .....

### **Pre-observation discussion**

Why have we chosen this observation?

Any practical considerations for the observation

### **Post-observation reflection by worker**

What happened?

How did it feel?

What did it mean?

What have you learned?

### **Post-observation reflection by observer**

What happened?

How did it feel?

What did it mean?

What have you learned?

### **Post-observation discussion in supervision**

Feedback on what happened

Feedback on how it felt

Feedback on what it meant

Feedback on learning

What are the strengths to build on?

What are the areas of improvement?

**Action plan**

What will I do?	What support/information will I need?	How will I measure progress and success?	When?

Tool 26: Supervision observation

Direct observation of supervision allows someone to ‘show me’ rather than ‘tell me’ what they do.

This tool supports observation of a supervisor and discussion about this in their supervision. It is based on the ASYE observation tools by Skills for Care.

*The tool enables supervisors to improve their supervision practice. It supports practice supervisors to consider their supervision practice and to gather feedback on their practice, as part of collecting evidence for the Knowledge and Skills Statement. (Skills for Care are developing an observation tool to support the KSS).*

*Learning from this can also be used by the organisation to understand the impact of supervision (see final page).*

**Name of supervisor** .....

**Name of observer** .....

**Date and setting** .....

**Date for feedback (in supervision)** .....

**Pre-observation discussion**

Why have we chosen this supervision to observe?

Any practical considerations for the observation

**Post-observation reflection by supervisor**

What happened?

How did it feel?

What did it mean?

What have you learned?

**Post-observation reflection by observer**

What happened?

How did it feel?

What did it mean?

What have you learned?

**Post-observation discussion**

Feedback on what happened

Feedback on how it felt

Feedback on what it meant

Feedback on learning

What are the strengths to build on?

What are the areas of improvement?

**Action plan**

What will I do?	What support/information will I need?	How will I measure progress and success?	When?



If you are using this tool to support evaluation of supervision in the organisation, you will need to let the observer, observed supervisor and supervisee/s involved know that:

- > Learning from this observation will be used to help understand supervision
- > This learning will contribute to improving supervision
- > Any learning shared will be anonymised
- > Learning will not include any identifiable personal information but will be about the supervisors' capabilities and the impact of these.

You should thank the people involved for their contribution to improvement.

For evaluation purposes please capture the following information and share with the organisation.

- > Role of observer
- > Role of supervisor
- > Date of observation
- > Date of feedback
- > Learning identified from the observation
  - Strengths
  - Areas for improvement