

Tool 27: Appreciative inquiry

Appreciative inquiry is an approach that enables us to learn from what has gone well by seeking to understand the factors that caused things to go well. It involves identifying good work and then analysing it. (Elliott 2015)

This tool enables you to build on what is good in your work using an appreciative inquiry method.

You can use this tool in individual or group supervision to have a reflective discussion about practice. From this, good examples can be shared and learning can be fed into the organisation about what supports good practice. The tool supports individual and organisational improvement.

Elicit – identify a piece of good work to talk about

- > Can you tell me about a piece of practice you feel proud of?

Amplify – explore what enabled this work to go well

- > Who did what, where and when?

- > What happened that made this piece of work important?

- > What made this different? How did you make this happen? What else did you do?

Reflect – consider what was most significant in this work

- > When you think about this piece of work what was the most important thing you learnt?

- > What is the thing you feel proudest about in this situation?

Start over – Look again at the practice to identify other important details

- > Can you tell me more about...?

Tool 28: Coaching

Mentoring and coaching can help shape an individual's confidence, practice and values in a positive way. It can help workers to improve their awareness, and to set and achieve goals.

This tool helps you to use a coaching method to consider a situation.

You can use this in individual or group supervision to reflect on a situation and to identify options before deciding on an action. The aim is for the person close to the situation to be supported to decide on action rather than to be given solutions.

The example at the end of the tool can be used by supervisors in training to practice using the model.

Coaching model GROW

Use the coaching model to consider a situation.

The supervisee will present the situation.

Goal – Jointly agree the goal of any activity that the supervisee undertake

Reality – Spend 10 minutes discussing the reality; what are the factors that impact on achieving this goal?

Options – Spend 10 minutes identifying the options for how you will enable the goal to be achieved

What will you do – The supervisee identifies what their next steps will be

(Whitmore 1992)

Example situation for supervisor training

Use the coaching model to consider the situation below.

From your own viewpoint, consider the following situation.

Jess is a 40 year old social worker. She has been qualified for 15 years and has worked in three different local authorities in community social work and emergency duty. In the last local authority she was a team manager but then moved to your team as a social worker eight months ago.

Jess is white European – her father is English and her mother is Irish. She was brought up in a middle class home. Jess has no declared disabilities. She is a Catholic and is married but doesn't have children. Jess's family (parents, sisters and brothers and their children) are close and supportive.

Jess's style is quite activist and pragmatic. She has a large caseload and works quickly. Jess's supervision is usually quite task-focused.

Today, Jess has asked to discuss a particular case that she is concerned about.

Mrs Harlow lives alone in a council house in the North of town. She is 68 years old and divorced with two adult children who have moved away and do not visit.

Mrs Harlow is alcohol dependent and smokes approximately 20 cigarettes a day. She has chronic obstructive pulmonary disease and struggles to walk far.

Mrs Harlow was referred by the community nurse for support at home and because of concerns about her home. She has been collecting paper, objects and materials that now fill her house.

Jess visited Mrs Harlow and briefly reported back to you that: 'She was totally uncooperative; she barely spoke to me and just wanted me out of there, and her house was disgusting.'

Goal – The goal is to enable Jess to be capable and confident in working well with Mrs Harlow so she can promote Mrs Harlow's wellbeing.

Reality – Spend 10 minutes discussing the reality; what are the factors that impact on Jess achieving this goal?

Options – Spend 10 minutes identifying the options for how you will enable Jess to achieve the goal through your supervision with her

What will you do – Agree what the plan is for you as a supervisor going into the session

Tool 29: Learning and development action plan

Social care practitioners have a responsibility to continuously learn and develop so that they can work better with adults and carers. Discussions about learning can take place in supervision. Supervision is also an opportunity to review learning and how this has been transferred into practice (Pike 2012).

This tool enables individuals to plan ongoing learning and development. The tool can also be used by organisations to identify learning and actions for organisational improvement.

You can use this tool in individual or group supervision, or in discussions about supervision, to identify learning and actions that you will take. Actions should be shared with your supervisor to ensure that you gain support to undertake them.

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| <p>An area of knowledge I have been particularly struck by is:</p> | <p>I can use this knowledge in the following areas:</p> |
| | |
| <p>An area I would like to improve my skills/knowledge on is:</p> | <p>I will be able to use this in the following areas of my work:</p> |
| | |

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