

## Tool 36: Supervision relationship

Supervision needs to be a space where both parties feel able to be open and where both take responsibility for what happens (Wonnacott 2012).

This tool helps you and your supervisor to consider some important aspects of the supervisory relationship, and how you can promote them. It can also be used for groups.

*You can use this tool to discuss how you will work together, as preparation for a supervision agreement. You can also use it as part of a review of supervision or in an appraisal.*

Expectation	How we will do this
Supervision is a safe place	
We have an honest and trusting Relationship	
We are able to talk about ethics and values	
We can ask for help when we need it	
We support and challenge one another	
<i>Other expectations that we have</i>	

## Tool 37: Person-centred approaches

**Working in a person-centred way is based on the following values:**

- > That people have the right to choose how to live their life and are able to do this with adequate support.
- > That power should be shared so that solutions are jointly produced
- > That people are experts in their own lives.
- > That planning should start with the positive aspects of someone's life - the things they can do, their passions and interests.
- > That people have assets, strengths and capacities that they can bring to bear on their situation.
- > That communities can be built which are inclusive and recognise the contribution of all people.
- > That everyone can build meaningful connections.

(Sanderson and Lewis, 2012)

Supervision works best when it tailored to the needs of the supervisee and the supervisor.

This tool sets out how you can use person-centred approaches to develop your supervisory relationship.

*You can use this to prepare for a discussion with your supervisor about how best to support you, or as part of your discussion or review of a supervision agreement. They can be helpful when you have a new supervisor to enable them to get to know you.*

Sorting Important To/ For can be used to consider what matters to you and what is necessary for you as a supervisee. You can ask your supervisor to do the same and then compare what you have written. The similarities, differences or conflicts that you find can form the basis of a discussion about how to work well together.

Important to me	Important for me

The One Page Profile can be used by you and your supervisor to identify what is most significant to you. This enables you to identify how to work well together.

**What people appreciate about me**

**What is important to me**

**How to support me**

## Tool 38: What works for me

Different supervisees will respond differently to different supervisory support. Supervision needs to be appropriate to your role, task and setting. It needs to be proportionate to your needs in terms of frequency and duration. It needs to be delivered by an appropriate supervisor (Carpenter et al 2013).

This tool helps you to identify what support you need as a supervisee.

*You can use this tool to prepare for and to have a discussion with your supervisor about supervision. It can be used to support the creation of a supervision agreement or to review how supervision is going, including as part of appraisal.*

My experience in social care

My experience in this role

The complexity of my work

My setting (e.g. multi-disciplinary)

What kind of supervision do I need (e.g. group)?

How often do I need supervision?

How long should supervision last?

What are the most important elements of supervision for me (see 4x4x4 model)

Who should be my supervisor?

Where should I have supervision?

How should my supervision be recorded and shared?

## Tool 39: Building a good relationship

The relationship in supervision works best where it is authoritative. This is where both parties share expertise, relate to each other as adults, and are comfortable with discussing areas of challenge.

What service users want (from a practitioner)	What supervisees want (from their supervisor)
Knows what they're doing	Good working professional knowledge of the field
Can work towards a goal	Skills in coordinating work
Is honest and realistic about what can be achieved	Setting limits and manageable goals
Can recognise progress and pitfalls	Monitoring progress for frontline workers
Can be trusted	Creating a climate of belief and trust

(Earle et al 2017)

This tool helps the supervisor and supervisee to consider how the relationship is working and identify ways to change this if needed.

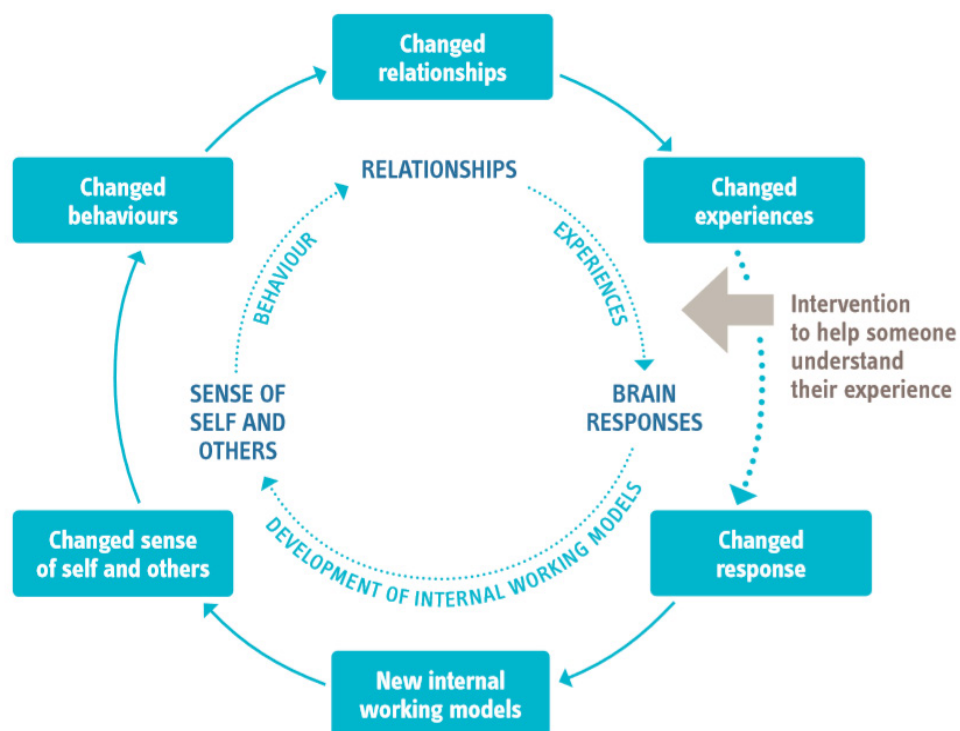
*You can use this to prepare for a conversation about how things are going or to prepare to raise concerns if you think there are elements of the relationship to work on. You can also use it to consider what needs to go into a supervision agreement or as part of a review of supervision. It may also be useful in supporting discussion about the relationship as part of an appraisal. Appraisals should include the opportunity for workers to feedback on their supervisor.*

The supervisor/ supervisee relationship will ideally be an adult to adult relationship. There will be exchange of expertise. And the supervisor will offer constructive support and questioning to develop practice.

- > What are the strengths in our relationship?
  
- > What could be improved?

From our relationship history, we develop internal working models of how relationships are that then influence our behaviour.

If we discuss and understand our relationship experiences, we can become aware of these internal working models and amend them. This enables us to act differently (Baim and Morrison, 2011). See the diagram below (Nosowska 2015).



- > What experiences of supervision have affected us or affect us now?
- > What internal working model(s) of supervisor/ supervisee relationship do we have?
- > How does this influence our behaviours?
- > If we changed our responses to one another....how could our internal working model(s) change, how could we behave differently?

## Tool 40: Supervision agreement

Supervisors should ensure that there is a supervision agreement with all their supervisees. This should be done through discussion to enable a shared understanding and agreement of how best to work together. Agreements can:

- > Clarify expectations, roles and responsibilities
- > Support a good relationship
- > Promote anti-oppressive practice
- > Enable future disagreements to be managed. (Carpenter et al 2013)

The agreement should be regularly referred to and reviewed, ideally at least every year.

This tool sets out the main areas that need to be included in a supervision agreement.

*You can use this to review agreements that you currently have in place or with your supervisees if you have not yet done an agreement.*

Name of Supervisee: .....

Name of Supervisor: .....

Department: .....

Team: .....

Supervision will follow the aims and model set out in the supervision policy.

We are both committed to supervision that promotes the wellbeing of adults and carers, of ourselves and of the organisation.

We will prepare for supervision by:

- >
- >
- >

We will follow an agreed agenda including:

- >
- >
- >

We will follow up on actions before the next supervision by committing to:

We will meet at least *(add frequency)* for *(add duration)*.

We will meet in *(add venue)*.

If either of us needs to postpone supervision, we will do this in advance if possible and will rearrange supervision *(insert time)*.

**Behaviours:**

We will value each other's expertise and respect one another.

We will promote anti-oppressive practice and a safe working environment.

If we have difficulties or concerns, we will: *(e.g. discuss these together)*.

If we cannot resolve the difficulties, we will: *(e.g. seek advice from a more senior colleague)*.

Supervision will be confidential within the confines of the supervision policy  
*(Additional points)*

Our preferences for how we will use supervision and the supervisory relationship are:  
*(add any areas e.g. communication, ground rules etc)*

Signed: .....

Supervisee

Date: .....

Signed: .....

Supervisor

Date: .....



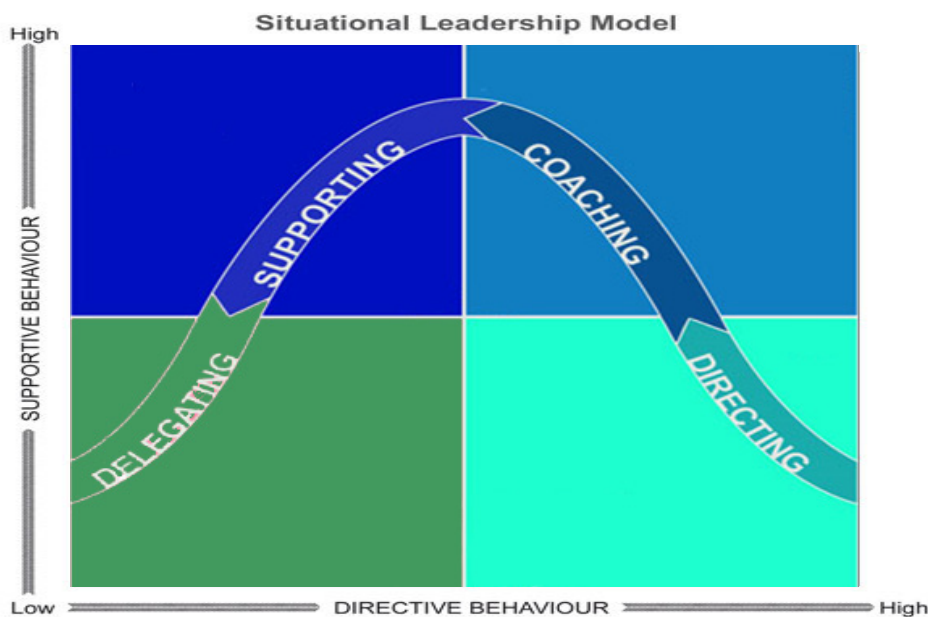
## Tool 41: Supportive/ Directive

Workers will need different levels of support and direction throughout their careers and for different sorts of situations. The Hersey and Blanchard model (1977) sets out different levels of support and direction within four quadrants:

- > Directing – supervisor defines roles/tasks and provides close supervision
- > Coaching – supervisor defines roles/tasks but encourage suggestions and input
- > Supporting – supervisor facilitates supervisee to make decisions
- > Delegating – supervisee asks for supervisor involvement in decisions and problem-solving as needed.

This tool helps workers to gain appropriate support and direction, depending on the situation they are in.

*Supervisees can use this to reflect on their practice and supervisors can use this to consider the input they are providing to different workers. In supervision, the tool can be the basis of a discussion about how much support and direction is needed, and how to support the supervisee to develop.*



Look at the matrix and think about:

- > How much support and direction does the supervisee usually need?
- > When does the supervisee need more or less support and direction?
- > Does the supervisee get an appropriate and proportionate response from the supervisor?

Are there any adjustments that you need to talk to about?

How can you ensure the right balance of support and direction for the supervisee?