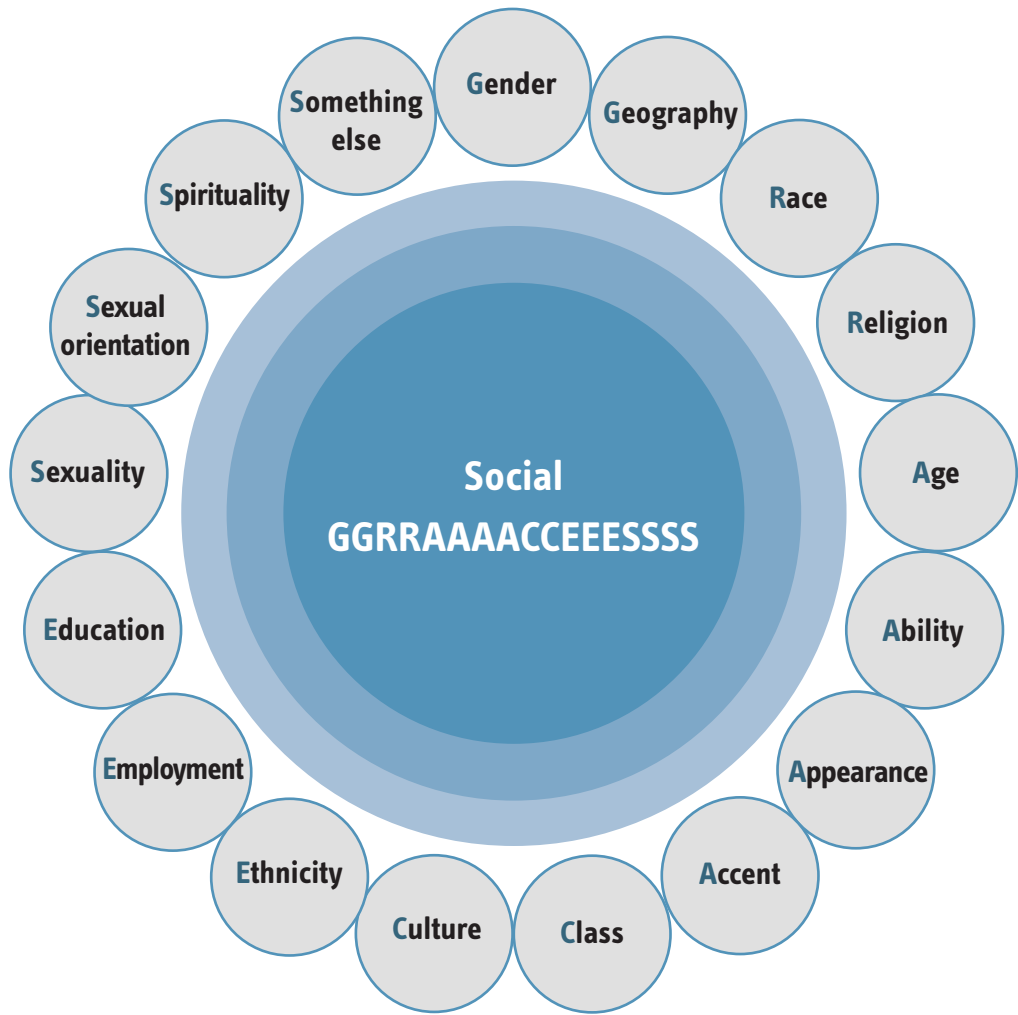## Tool 1: Social GGRRAAAACCEEESSSS

(Burnham 2012)

Personal Social Graces

Q. How would you describe your identity as a person?

Q. How would you describe your identity as an enabler of supervision within your organisation?

Q. How might other people describe you?

Q. What aspects of your Social Graces are visible/invisible, or voiced/unvoiced?

Q. How might this impact on your supervision relationships?

Tool 2: Identity exercise

Having reflected on aspects of your identity in Tool 1 as a person and as an enabler of practice supervision, are there any implications which you would like to share:

> For us as a community of practice?

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> For you in your local authority?

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Tool 3: Privilege exercise

Watch this film: **www.tiny.cc/cracking-the-codes**

Having watched the video:

> In pairs, take five minutes to talk to each other about your own experiences of privilege and disadvantage

> When have you faced dilemmas/ challenges around this in supervision and what have you learned from this?

Having reflected on your own experience of privilege and disadvantage and any dilemmas/challenges you have faced around this in supervision:

What have you learned from these challenges?

Tool 4: Effective use of power and authority

Supervision styles exercise

Purpose: Supervising the supervisors. You are all being yourselves (this is not a role play).

In groups of three:

> One of you is the supervisee reflecting on your style as a practice supervisor, your strengths and areas for development in your use of power and authority

> One of you is the supervisor offering some personal supervision time to the practice supervisor, helping them to reflect on their supervision style

> One of you is observer giving feedback to the supervisor and supervisee on their skills in having a critically reflective supervision conversation

You will have 15 minutes of supervision time then 10 minutes of observer feedback and 5 minutes general discussion.

In groups of four:

Two of you are observers, one of you giving feedback to the supervisor and one to the supervisee on their skills in having a critically reflective supervision.

Make notes from the feedback discussion on developing effective use of power and authority for your own personal reflection:

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Tool 5: Anti-oppressive practice

Anti-oppressive practice means that we take account of the impact of power, inequality and oppression on people, and actively combat these (Nosowska 2014). In supervision discussions, it is important that we adopt an anti-oppressive practice approach which includes:

> Recognising the Personal, cultural and structural barriers that people face

 - Personal barriers are the way that personal characteristics are used to stereotype or limit people

 - Cultural barriers are the way in which we are socialised to think of some people as normal and others as not

 - Structural barriers are the way that we set things up to make it easier for some groups and harder for others

> Recognising our own characteristics and our own place in the culture and structure – and how this might impact on someone

> Working to understand someone's experience of oppression, understand and appreciate their attributes and contribution, and empower them to realise their rights (Thompson 2016).

A useful question to ask is: What is holding this person back?

This tool helps you to consider the oppression that may be experienced by people that you work with.

You can use this in individual or group supervision to discuss the barriers people face, the impact on them and the impact on your relationship. This will help you to plan how to engage with them in an anti-oppressive way. That is, to enable them to overcome the barriers they face.

Barriers

What personal barriers does this person face?

What is the impact on them?

What is the impact on my relationship with them?

What is my role in combatting these barriers?

What cultural barriers does this person face?

What is the impact on them?

What is the impact on my relationship with them?

What is my role in combatting these barriers?

What structural barriers does this person face?

What is the impact on them?

What is the impact on my relationship with them?

What is my role in combatting these barriers?

Tool 6: Ethics and values discussion

Supervision can support good decision making through enabling critical reflection. This requires self-awareness and the ability to recognise how our own ethics, values, beliefs, experiences and biases affect the way that we think.

When you are dealing with a difficult issue or case, critical reflection can help you identify where some of the pitfalls lie and how to overcome them.

This tool provides example questions which can be asked in supervision to explore all four stages of Kolb's (1984) reflective cycle to solve a dilemma.

You can use this tool sensitively in individual supervision to prepare for and talk through an ethical dilemma that you face. This tool supports wellbeing by allowing dilemmas to be explored. It also generates learning and insights to improve practice.
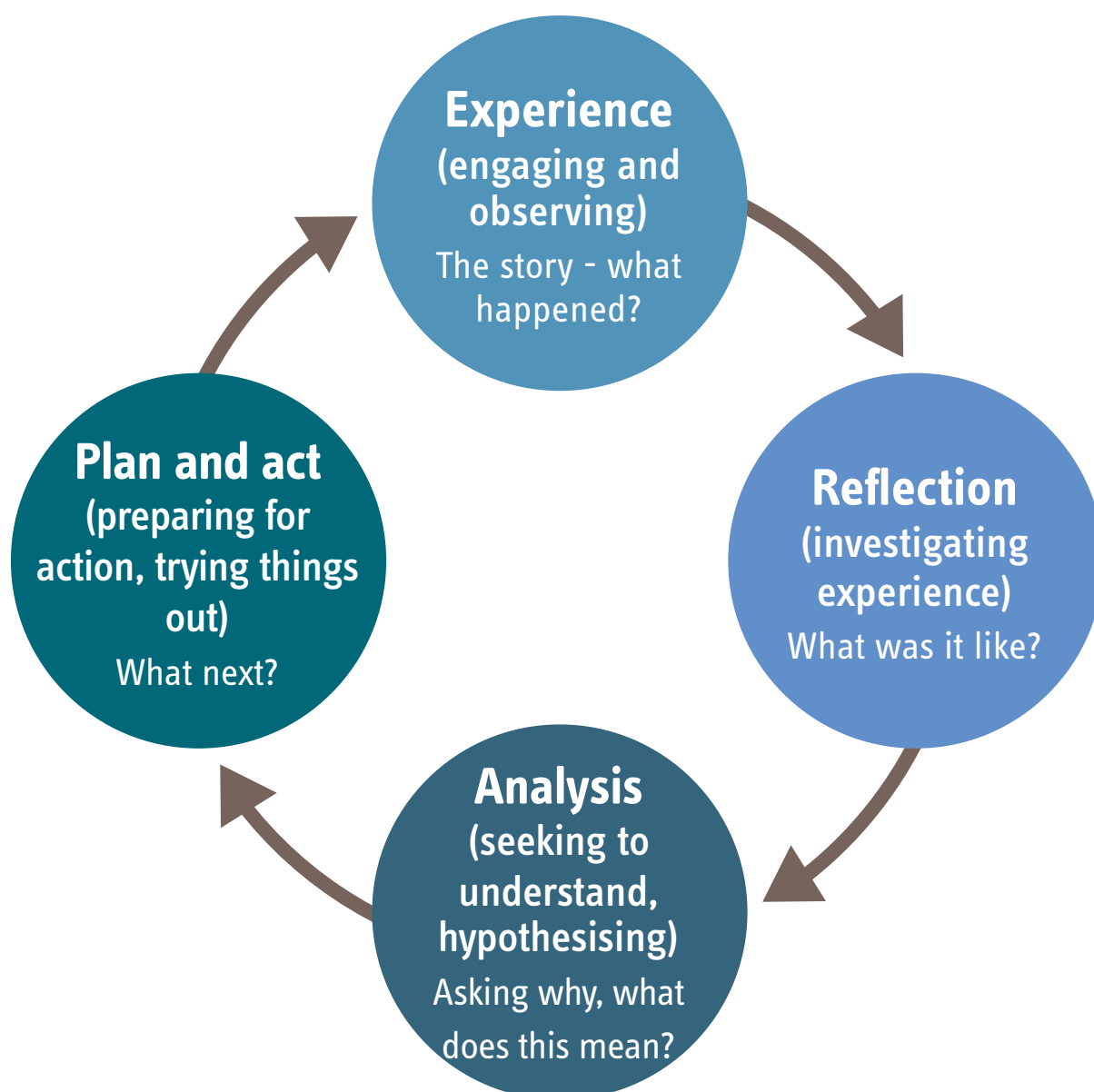
Experience
(engaging and observing)
The story - what happened?

Reflection
(investigating experience)
What was it like?

Analysis
(seeking to understand, hypothesising)
Asking why, what does this mean?

Plan and act
(preparing for action, trying things out)
What next?

Describe the situation for 5 minutes

Take 5 minutes answering questions about experience:

>   What exactly did I do?

Take 10 minutes answering questions about reflection:

>   What beliefs do I have about this kind of situation?

>   What ethics and values did this situation fit with?

>   What ethics and values did this situation contradict?

>   What other experiences in my life does this remind me of?

>   How did I feel about the other people?

>   How did I impact on the situation?

Take 10 minutes answering questions about analysis:

>   What do I think was going on for the other people?

>   What do I know from evidence about this kind of situation?

>   What might another worker do?

Take 5 minutes answering questions about planning and acting

>   What additional information do I need?

>   What else should I consider?

>   What do I do now?

>   What support do I need?

Tool 7: Individual reflection –
My strengths in relationship-based practice supervision

> I'm good at this aspect of my role because….

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> I'm proud of the way I have...

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> I've helped my organisation by...

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Tool 8: Reflective cycle

Supervision can support good decision making through enabling critical reflection. This includes:

> **Critical thinking:** Identifying how we know what we know.
> **Analysis:** Breaking something down into parts.
> **Reflection:** Looking back at what has happened and looking forward to what will happen.
> **Reflexivity:** Identifying your impact on a situation

When you are dealing with a difficult issue or case, critical reflection can help you to understand and to gain insight into what to do.

This tool provides example questions which can be asked in supervision to explore all four stages of Kolb's (1984) reflective cycle to solve a dilemma.

You can use this tool in individual or group supervision to talk through a situation and identify insights that feed into action planning. It is particularly helpful in complex cases. However, the reflective cycle can be used for any discussion or decision. This is also a useful tool for development as it helps you to identify learning from your experiences.

Experience
(engaging and observing)
The story - what happened?

Reflection
(investigating experience)
What was it like?

Analysis
(seeking to understand, hypothesising)
Asking why, what does this mean?

Plan and act
(preparing for action, trying things out)
What next?
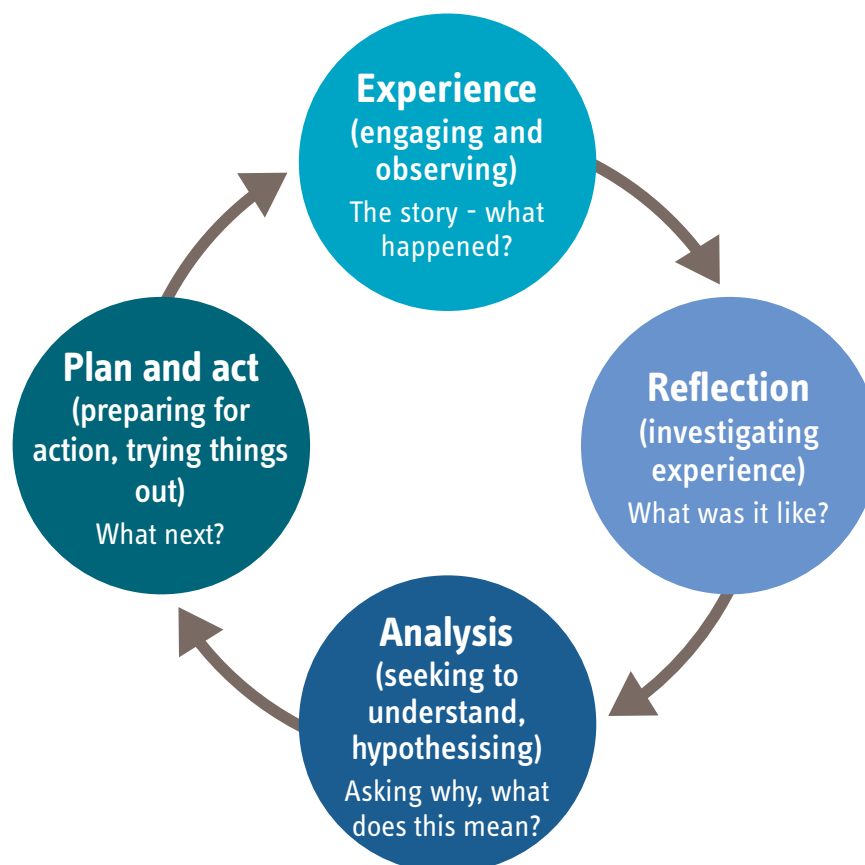
Describe the situation for 5 minutes

Take 5 minutes answering questions about experience:

For example –

> Who was involved?

> What happened?

Take 5 minutes answering questions about reflection:

For example –

> How did you feel?

> What do you think others felt?

Take 5 minutes answering questions about analysis:

For example –

> What were the causes of the event?

> What can we learn from research?

Take 5 minutes answering questions about planning and acting

For example –

> What else do I need to know?

> What should be my next step?

Clarify the actions that are needed.

Tool 9: Group reflection

This is a model of group reflection called Systemic Reflective Space (SRS). It was developed through a small-scale, practitioner-led qualitative research project to develop 'reflective space' in children's services. The approach is rooted in Tom Anderson's (1987) work on the reflecting team, and was adapted by Child Centred Practice and Research in Practice.

Systemic Reflective Space seeks to create space to explore experiences, intuition and ways of knowing to enable learning and help to transform practice. It does this through:

> Building collaborative and reflective practice

> Offering opportunities for an alternative view on aspects of a practitioner's work and for the practitioner to explore a variety of options in their practice

> Employing the strengths and diversity of participants.

You can use this model in group supervision to support critical reflection that enables someone experiencing a situation to gain insight that will help them judge what to do.

Ground rules:
In order to facilitate the process, team members are encouraged to:

> reflect the presenter's pace and style

> connect comments to material that has been presented

> look for strengths and be mindful of negative feedback

> talk in a way that enables the presenter to listen

> listen in a way that enables the presenter to give feedback

> Ideas should be presented tentatively and not as solutions

   (Jude and Regan, 2010: 11).

Getting started

In groups of around six, nominate one person to present a practice issue.

1. One participant presents a practice issue within a circle (approx. 15 minutes)

The issue is presented in story form – first of all from the point of view of the practitioner, then from the point of view of the service user and then from the point of view of other significant people involved. The practitioner can draw on resources such as pictures, objects and role play to tell the story.

The other members of the group pay attention to how the presenter talks about the issue. Their focus should be on emotional listening. Emotional listening requires a willingness to let others dominate a discussion and attentiveness to what is being said. Emotional listeners take care not to interrupt, use open-ended questions, reflect sensitivity to the emotions being expressed, and have the ability to reflect back to the other party the substance and feelings being expressed.

2. Presenter turns to sit with their back to the circle. The group converses and explores the issue (approx. 15 minutes)

The group talks about the situation without asking questions of the presenter. All participants must learn to 'sit with uncertainty'. This involves a willingness to continually challenge one's own assumptions and place knowledge in the context of values, past experiences, feelings and relationships to test them out. The group adopts an exploring (not a 'solving' or 'expert') stance. The aim of the exercise is to explore different ways of understanding the presenting dilemma and why their own attent ion has landed on the story in the way it has. The group can draw on resources such as pictures, objects and role play in their exploration.

'What else could it be?' is a helpful way for them to think about what has been presented along with asking 'How is this dilemma the same as one I have experienced?' More importantly, 'How is it different?' (a useful way for members of the group to check out that they are not relying too much on similar experiences of their own, or the shared wisdom of the organisation).

The group works to capture the 'known' and 'unknown' areas of the original presentation, recognising their own assumptions about what is happening. (What we sometimes call 'thinking' can just be a rearranging of our own prejudices and beliefs.)

The group generates a list of 'curious' questions the presenter should consider. However, they do not ask the questions and the presenter does not answer them; the presenter remains outside the circle, listening.

3. Presenter re-joins the circle and comments on the group's discussion (approx. 10 minutes)

The presenter responds to the different discussions, viewpoints and questions generated, talking about what captured their attention and why. The group is to listen in silence to these points.

The presenter tries to remain curious about what they are attending to and how they felt with each response (reflection in action). They can use these prompts to help them:
'The first thing I noticed from your discussion was ...'
'It made me feel like ...'
'Now I realise that ...'
'This is what I would like to do about that ...'

4. Group discussion in the circle (approx. 10 minutes)

The whole group including the presenter then reflects on why different perspectives have emerged – or why they have not emerged, if there have been no alternative perspectives.

The group checks in that they are feeling OK and explores the usefulness of the process.

Source: Adapted from Jude and Regan (2010)

Tool 10: Effective group supervision

Group supervision can have many advantages but these are dependent upon adequate preparation and thought beforehand (Earle et al 2017).

This tool sets out some of the considerations around group supervision and helps you to think through how group supervision will work.

You can use this tool to plan or to review group supervision. It can also be used to inform a group supervision policy.

	Checklist to consider	Actions to take	Other actions: when, by whom?
Purpose	What is the purpose? > Enhance practice related to a specific case > Explore a common theme in practice for group members > Integration of theory and practice How would you know if the group was successful? What do we need to walk away with?	Produce/clarify agenda Specify tools or methods to be used Any research or literature to support exploration of topic area Check the venue has good acoustics, space, any equipment or materials that might be required Set up an evaluation process Specify outcomes and plan for achieving them prior to starting group	
Membership	Who should be in the group? Should it be open (people can come and go) or closed (for a specific time period)? Is it voluntary or compulsory? Is the membership a work group or does it include people from a range of work groups? Will senior practitioners/team managers or other senior managers of staff attend? How will issues of power and authority be managed in the group?		

Activity and focus	How will the aims and purpose be achieved – case discussion, theoretical discussion, active methods such as role play? Is it a one-off group to discuss a critical issue or an ongoing group with learning and development or accountability goals? Is the primary focus case practice and conceptualisation, individual or group development, organisational issues?	Distribute model or approach to all members Agree number of sessions and review Develop aims and objectives prior to first meeting and then seek clarification and agreement in first meeting	
Authority	Who is 'in charge' – peers, designated leader? What role does this person play – facilitator, supervisor, consultant, trainer or coach? What are the limits of authority during the group discussions? What if there are concerns about practice standards or ethical issues? How will decisions be made? How will decisions be recorded? How will we know if it is working? (loops back to purpose)	Agree what will be recorded and where it will be stored Agree conflict resolution approach Nominate people responsible for all specific roles, including recording, facilitating, managing the room/ space Explore any conflict of roles and responsibilities in the group Agree who will hold responsibility for any decision made	

Tool 11: Levels of reflection

Gillian Ruch (2000) has identified four levels of reflection.

This tool helps you to consider what level of reflection you use and how to increase the depth of your reflection

You can use this in supervision to identify what level of reflection is needed for a particular situation.

You can also use it to deliberately engage a deeper level of reflection when you had been using technical or practical reflection. This tool supports critical reflection on cases and also development of your professional capability.

Technical reflection – This is a pragmatic form of reflection that compares performance with knowledge of 'what should be done' as set out in standards, policies, timescales and procedures. This is often used as a quick response to a question of 'what should I do?'

> When do I use this level? When is it appropriate?

Practical reflection – This is reflection on how we are making sense of situations. By helping the practitioner to look back and learn from practice experiences, supervisors build practitioners' capacity to 'reflect in action' and 'reflect on action'. This may be the level that is used in a 'reflective discussion.'

> When do I use this level? When is it appropriate?

Critical reflection – This deep layer of reflection includes a focus on power relationships and social and public contexts. It recognises the impact of the practitioner on the situation. The term 'reflexivity' often refers to this type of reflection.

> When do I use this level? When is it appropriate?

Process reflection – Drawing on psychodynamic theory, this deepest layer aims to explore conscious and unconscious aspects of practice and how these shape judgements and decision-making. Emotions and unconscious responses generated in engaging with people are surfaced and managed to contain their impact on practitioners' wellbeing and on their ability to assess risk.

> When do I use this level? When is it appropriate?

Tool 12: Wonnacott's Discrepancy Matrix

This tool encourages practitioners to reflect on what is known about a case and what is unknown or not yet known – a vital aspect of working with uncertainty. It supports the practitioner to tease out the information they hold into four types: evidence, ambiguous, assumption, and missing.

Aim

To help the practitioner think critically about the information upon which they're basing their decision-making.

Application

Can be used as a standalone activity or in combination with, for example, the Systemic Reflective Space group supervision model) or other critical thinking and analysis tools, such as De Bono's Six Hats (the white hat), which ask participants to critique the information they hold about a case.

Instructions

Follow the steps below and record key evidence of reflection and the outcomes of the discussion in the matrix.

Step One: Telling the story

The case-holding practitioner tells their story briefly. The supervisor or group members then begin to support the practitioner to sort the information they have been told into each of the boxes. Questions such as:

> How do you know that...?

> What other evidence do you have that this is true?

> How often have you felt like that even though you have no evidence it is true?

> When do you feel that most strongly? Why?

> If you had this piece of information what might it make you do differently?

Step Two: Sorting information

The information is sorted into the four areas as the practitioner answers the questions.

1. **What do I know?** For something to go into the 'evidence' category, it needs to be proven and verified (in other words, come from more than one source as a fact). Evidence also includes knowledge about legal frameworks and roles and responsibilities under the Care Act, as well as research. This category provides the strongest factual evidence for analysis and decision-making.

2. **What is ambiguous?** This relates to information that is not properly understood, is only hearsay or has more than one meaning dependant on context, or is hinted at by others but not clarified or owned.

3. **What I think I know** This allows the practitioner to explore their own practice wisdom and also their own prejudices to see how this is informing the case. Emotion and values can also be explored in this area and the self-aware practitioner can explore how they are responding and reacting to risk.

4. **What is missing?** These are the requests for information coming from the people listening to the story (supervisors, peers, other agency staff) that prompt the practitioner to acknowledge there are gaps in the information. The gaps then have to be examined to see if the lack of information might have a bearing on the decision-making in the case; if so, it needs to be explored.

Step Three: Reflections

Once the exercise is complete the practitioner is then asked:

1. What has changed about what you know?

2. What do you still need to know?

3. What does this mean for the adult or adult & carer?

4. What do you want to do next?

Discrepancy matrix

Strong evidence

Strongly held view — What do I know (evidence)?	What is ambiguous? — **Unclear or no view**
What I think I know (assumption)	What is missing (what action is needed)?

Weak or no evidence

Strong evidence

Firm ground
Intelligence

Ambiguous
information

Strongly held view

Unclear or no view

Assumption-led
information

Missing
information

Weak or no evidence
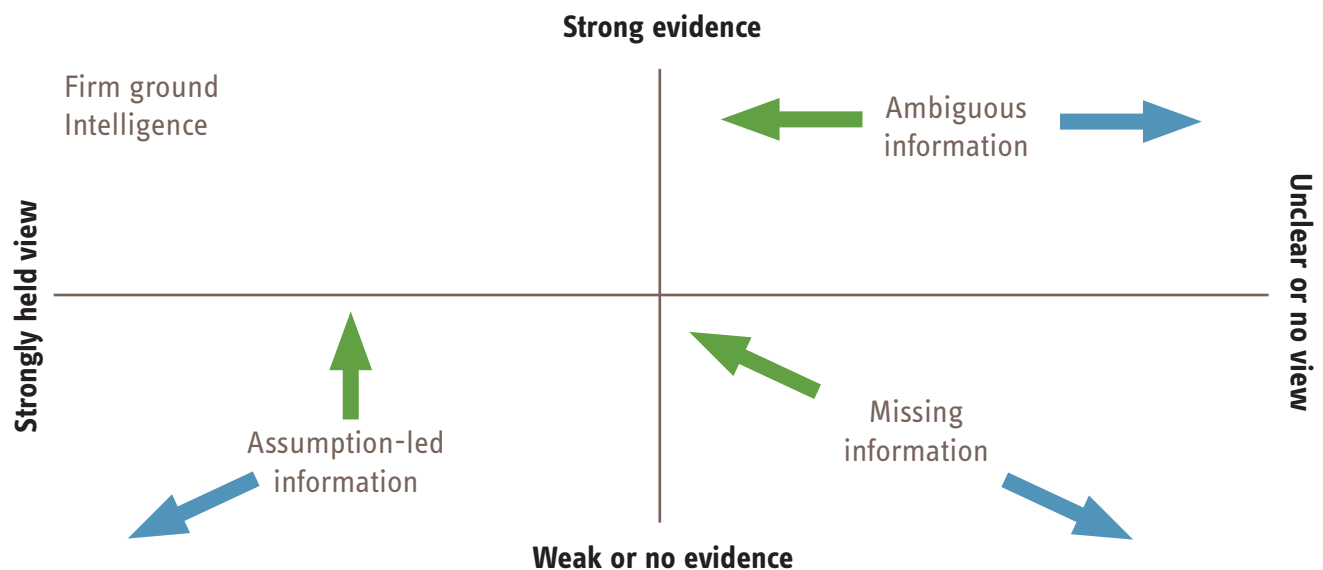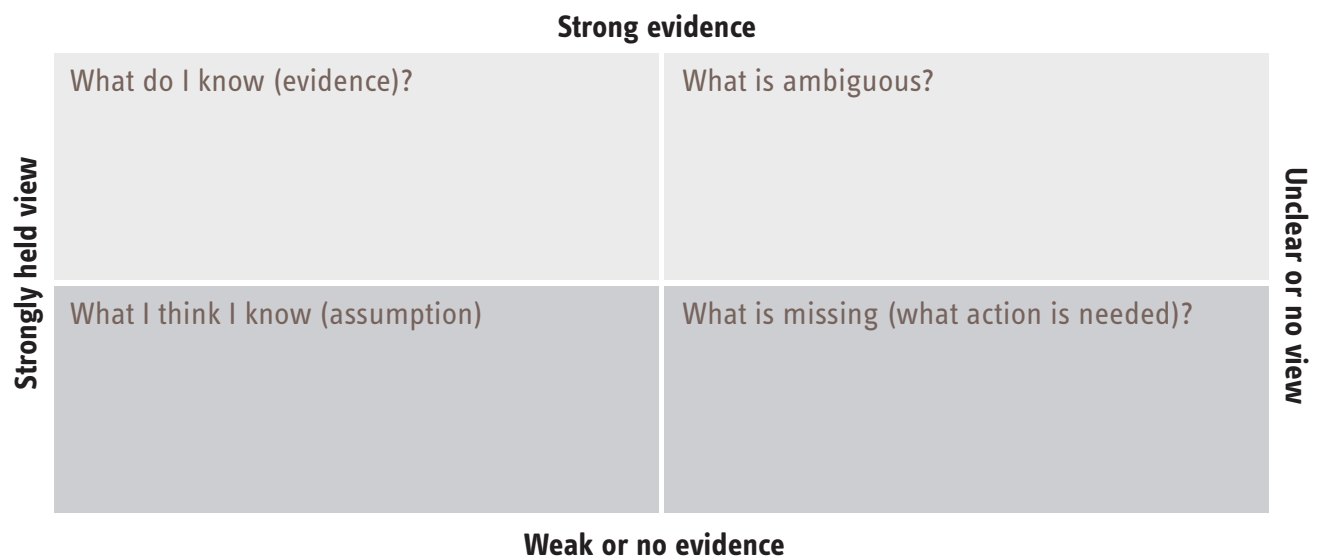
Source: Based on Morrison and Wonnacott (2009) in Wonnacott (2014)

Tool 13: Using law, theory and research in a reflective discussion

Supervision can support good decision making through enabling critical reflection. Within this critical reflection, we can consider:

> Law – this helps us to be clear about the scope and purpose of our involvement

> Theory – this helps us to identify the approach we will take, e.g. relationship-based work

> Research – this helps us to compare our experience and analysis with what is known from other situations.

This tool sets out a method for reflective discussion that deliberately brings in law, theory and research. This tool provides example questions to bring in law, theory and research in all four stages of Kolb's (1984) reflective cycle.

You can use this tool in individual or group supervision to facilitate critical reflection and identify insights that feed into action planning. This is also a useful tool for development as it helps you to identify learning from your experiences.
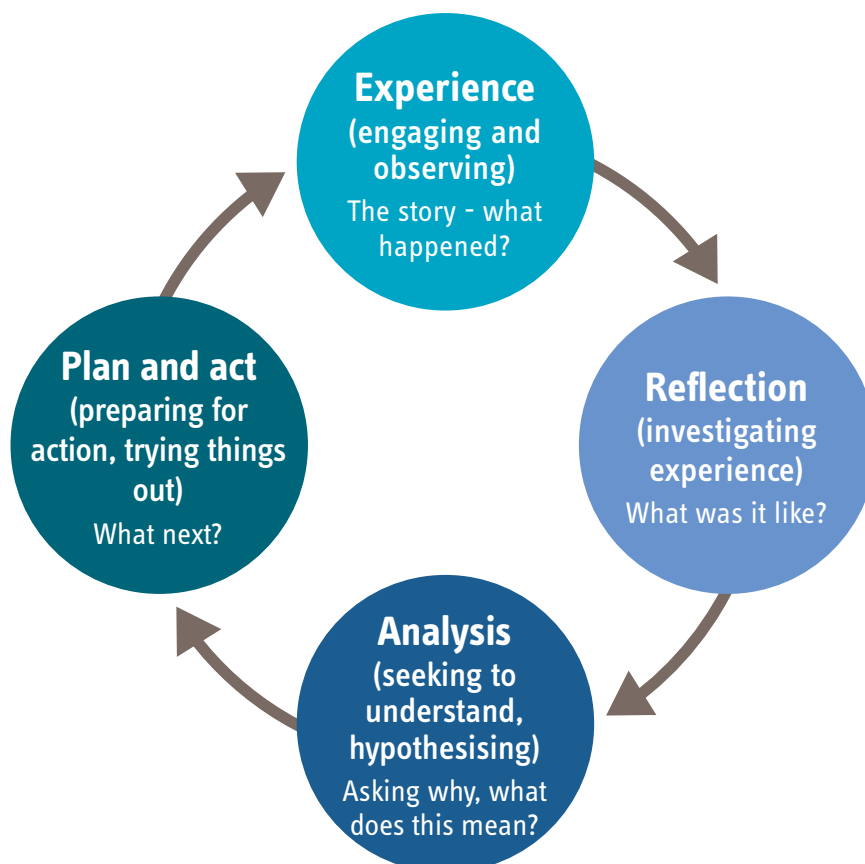
Preparation
Identify the main issues in the situation
Identify the law, theory and research that might apply to the situation

Discussion
Take 5 minutes to explain the situation

Take 5 minutes answering questions about experience:

For example –

> Who was involved?

> What happened?

Consider: How does this situation compare with the main messages from law, theory and research?

Take 5 minutes answering questions about reflection:

For example –

> How did the situation impact on you?

> What do you think the impact was on others?

Consider: What do we know from law, theory and research about how this situation impacts on people?

Take 5 minutes answering questions about analysis:

For example –

> What were the causes of the event?

> What did the event mean to people involved?

Consider: What do we know from law, theory and research about what this situation means?

Take 5 minutes answering questions about planning and acting

For example –

> What else do I need to know?

> What should be my next step?

Consider: What do we know from law, theory and research about how we can respond to this situation?

Follow up
Consider: What else do I want to find out from law, theory and research?

Supporting individuals, teams and organisations

Tool: Critical Incident Analysis

Account of the incident

> What happened, where and when; who was involved?

> What was your role/involvement in the incident?

> What was the context of this incident eg. previous involvement of yourself or another person from your agency with the person/service user group?

> What was the purpose and focus of your contact at this point?

Initial responses to the incident

> What were your thoughts and feelings at the time of this incident?

> What were the responses of other key individuals to this incident? If not known, what do you think these might have been?

Issues and dilemmas highlighted by this incident

> What practice dilemmas were highlighted as a result of this incident?

> What are the values and ethical issues which are highlighted by this incident?

> Are there implications for inter-disciplinary and/or inter-agency collaborations which you have identified as a result of this incident?

Learning

> What have you learned eg. about yourself, relationships with others, the social work task, organisational policies and procedures?

> What theory (or theories) has, or might have, helped develop your understanding about some aspect of this incident?

> What research has (or might have) helped develop your understanding about some aspect of this incident?

> How might an understanding of the legislative, organisational and policy contexts explain some aspects associated with this incident?

> What future learning needs have you identified as a result of this incident? How might this be achieved?

Outcomes

> What are the outcomes of this incident for the various participants?

> Are there ways in which this incident has led (or might lead to) changes in how you think, feel or act in particular situations?

> What are your thoughts and feelings now about this incident?

Useful references

Tripp, D. 1993. *Critical incidents in teaching: Developing professional judgements.* London: Routledge.

Montalvo, F.F. 1999. The critical incident interview and ethnoracial identity. *Journal of Multicultural Social Work* 7(3/4): 19-43

Nygren, L., and B. Blom. 2001. Analysis of short reflective narratives: A method for the study of knowledge in social workers actions. *Qualitative Research* 1: 369-84.

Thomas, J. 2004. Using 'critical incident analysis' to promote critical reflection and holistic assessment. In *Social Work, critical reflection and the learning organisation* edited by N. Gould and M. Baldwin. Aldershot: Ashgate.

Supporting individuals, teams and organisations

Tool: Risk influences

The aim of this tool is to identify how common concerns about risk are affecting your decisions

Research points to factors which influence our perceptions, beliefs and decisions about risk. You can use this tool to identify how these affect your thinking about a particular decision. Ask each question in turn and note how this is influencing you. Then think about how you can overcome the influence.

Background

Evidence shows that people don't think rationally about risk. Instead, we are affected by a range of influences that impact on how we perceive risk and how risky we think things are.

It is important for practitioners to understand these influences so that you can reflect on what might be affecting how risky or safe you think a situation is.

Risk influences

Risk influences, also called heuristics, are particular ways of thinking about risk that stop us from being objective and rationally weighing up the likelihood of risk and its consequences.

Some of the main influences are set out below (Taylor 2010).

Repetition bias: Believing what we have been told most often and by most sources.
Where have I heard about this kind of situation before?

Adjustment bias: Selectively processing information to support judgements that have already been made.
Have I already made up my mind about this situation?

Wariness of lurking conflict: Anxiety that a decision may impact negatively on working relationships or lead to complaints, criticism or assault.
Am I worried I might upset someone in this situation?

Credibility bias: being more likely to accept a statement from someone we like, or less likely to believe people, groups or organisations we have a bias against.
What is my relationship with the person/ people who told me about this situation?

Availability/recall bias: Overestimating the likelihood of events familiar to us, or events excessively reported by the media.
Does this situation seem familiar?

Prejudice: Bias from conscious or unconscious stereotyping.
How do my values and beliefs affect my view of this situation?

Tool 14: Resilience skills

Resilience is the ability to bounce back from adversity. It comes from using our capabilities to respond in constructive ways, and then learning from this for the next adverse situation (Fox et al 2015).

This tool enables you to identify how to build your resilience skills.

You can use this individually to prepare for a discussion with your supervisor, or in supervision to jointly consider how to support resilience. You can also use this in a group or as a team to reflect on resilience and share your experiences. Learning about blocks and support that relate to the organisation should ideally be fed into planning and organisational development.

Learnable Skill	Current ability 1 – 5 (Low – High)	Strategies that support use of each factor	Support	Blocks
Each of the factors below support resilience and can be learnt	How good are you at doing these things?	The behaviours below describe skills that support resilience	What supports you to employ these skills?	What makes it hard for you to use these skills?
1. Emotional regulation: Manage your internal world in order to stay effective under pressure		**A+B=C** Recognise the impact of your 'in- the-moment' thoughts and beliefs on behavioural and emotional consequences		
2. Impulse control: Manage the behavioural expression of emotional impulses, including ability to delay gratification		**Calming and focusing** Finding ways to step back from adversity; creating breathing space to think more logically and in depth		

3. Causal analysis: Ability to accurately identify the causes of adversity.		**Challenging beliefs** Checking out the breadth and accuracy of our understanding of events – do I know everything I need to know? **Detecting icebergs** Building up an awareness of how deep-seated beliefs we hold can impact upon our emotions and behaviours		
4. Self-efficacy: The sense we are effective in the world and that we can solve problems and succeed.		**Thinking traps** Recognising and challenging the traps that impact upon our self-efficacy, such as jumping to conclusions, globalising		
5. Realistic optimism: Ability to stay positive about the future yet be realistic in our planning		**Putting it into perspective** Learning to stop the spiralling of catastrophic thinking and turn it into realistic thinking		
6. Empathy Ability: to read other's behavioural cues to understand their psychological and emotional states		**Put yourself in their shoes** Asking yourself how someone else would see the same situation; and seeking to understand before being understood.		
7. Reaching out: Ability to enhance the positive aspects of life and take on new challenges and opportunities		**Seeking support from others** Being able to ask for help reasonably and accept it positively when offered		

Tool 15: Seven learnable skills of resilience

NAME ....

DATE ....

CHECK ONE: ☐ SUPERVISOR

☐ SUPERVISEE

Using this tool practitioners rate their abilities in seven key areas of resilience, and identify factors which might be supporting or blocking them.

Aim

The aim of this tool is to encourage practitioners to think about and reflect on their own resilience in order to support their wellbeing.

Applications

> This tool can also be used as an exercise in a group session supporting resilience. Participants work in pairs and share their reflections on how the process was with the wider group (not sharing the detail of their 'rating' conversation)

> Complete the audit individually and then share the results in the next supervision session.

> Complete the audit in supervision, using the supervisor to help rate skills and identify influencing factors.

> Both parties might complete the audit tool for the supervisee before comparing and discussing results.

> Use the tool to devise an individualised support plan

> Supervisors can support practitioners to write and regularly review their action plans.

Instructions

Consider each of the learnable skills of resilience below before rating your ability in each 1-5, where one is low and five is high. Then consider the strategies that support the use of each skill and note down in the blank boxes what supports or blocks you using them. Finally, focus on three priority areas to improve your resilience and develop an action plan for the next three months to discuss and review in supervision. Revisit and review the plan in three months.

Learnable skill	Current ability 1 – 5 (Low – High)	Strategies that support use of each factor	Support	Blocks
Each of the skills below support resilience and can be learnt	How good are you at doing these things?	The behaviours below describe skills that support resilience	What supports you to employ these skills?	What makes it hard for you to use these skills?
1. Emotional regulation Manage your internal world in order to stay effective under pressure		**A+B=C** Recognise the impact of your 'in- the-moment' thoughts and beliefs on behavioural and emotional consequences		
2. Impulse control Manage the behavioural expression of emotional impulses, including ability to delay gratification		**Calming and focusing** Finding ways to step back from adversity; creating breathing space to think more logically and in depth		
3. Causal analysis Ability to accurately identify the causes of adversity		**Challenging beliefs** Checking out the breadth and accuracy of our understanding of events – do I know everything I need to know?		
		Detecting icebergs Building up an awareness of how deep-seated beliefs we hold can impact upon our emotions and behaviours		
4. Self-efficacy The sense we are effective in the world and that we can solve problems and succeed		**Thinking traps** Recognising and challenging the traps that impact upon our self-efficacy, such as jumping to conclusions, globalising		
5. Realistic optimism Ability to stay positive about the future yet be realistic in our planning		**Putting it into perspective** Learning to stop the spiralling of catastrophic thinking and turn it into realistic thinking		
6. Empathy Ability to read other's behavioural cues to understand their psychological and emotional states		**Put yourself in their shoes** Asking yourself how someone else would see the same situation; and seeking to understand before being understood		
7. Reaching out Ability to enhance the positive aspects of life and take on new challenges and opportunities		**Seeking support from others** Being able to ask for help reasonably and accept it positively when offered		

Actions as a result of my reflections:

In the next 3 months I will work on the following skills:

1. ....

2. ....

3. ....

By doing the following things:

....

....

....

....

With the following support:

....

....

....

....

I will know that I am more resilient when I am able to:

....

....

....

....

This is important to my life and to my work with adults and carers because:

....

....

....

....

Source: Based on Child Centered Practice adapted from Reivich and Shatté (2002) and Jackson and Watkins (2004)

Tool 16: Self-help audit plan

NAME ....

DATE ....

Working with Adults and Carers can have both positive and negative impacts on practitioners. Developing appropriate self-care strategies is one way of limiting the negative impacts.

Aims

> To support people to reflect on the importance of self-care

> To support people to develop appropriate self-care strategies to promote their emotional wellbeing

> To help the supervisor to meaningfully engage with issues around supervisee resilience.

Applications

Not everyone will feel comfortable discussing the details of the audit with their supervisor. If this is the case, the supervisee may still be able to identify some useful points of discussion for supervision when reflecting on what the audit tells them they need to do in terms of self-care (and the possible impact on their work).

The tool may also be suitable for:

> Supporting supervisees to write and regularly review self-care plans

> Using annually, perhaps at review time

> Using with a whole team following a critical incident

> Elements of the tool might be used to guide a supervision session.

Instructions

Take time to go through the following list and answer each question as honestly as possible before completing the self-care plan. Revisit and review the plan in three and six months' time.

Reflect on your current work context

> How long have you been working with adults and carers?

> What opportunities for variety do you have in your work?

> What feelings do you have about the adults and carers you work with?

> What are the kinds of traumatic and distressing stories or experiences you are exposed to?

> What kind of support and supervision do you receive?

Reflect on your own life experiences

> Have you had difficult experiences in your own life?

> Are these similar to or different from those of the adults and carers you work with?

> How often does your work remind you of your own life experiences?

> In what ways has your life been different from their lives?

> What effects, both positive and negative, do you think your own experiences currently have on your life?

> What are the positive and negative ways this may impact on your work?

Reflect on your current life circumstances

> What stressors do you currently experience in your life?

> How do these impact on you?

> Which of these are likely to diminish, and which may be more enduring?

> Do any of these connect to aspects of your work and, if so, in what way?

> In your current circumstances, what brings you pleasure and comfort?

> Who are the people in your life who are good for your spirit and wellbeing?

> Who are the people in your life who add stress and distress?

> Who and what are your major supports?

Reflect on your coping style

> What coping strategies do you currently use in managing stress and distress?

> Which of these are potentially problematic for you?

> Does your approach to problem-solving assist you in managing stress?

Considered together, what are the sources of stress and comfort that arise in each of these areas? Based on these reflections, begin to consider what would need to go into a self-care plan that covers the immediate, short term and long term:

> On a daily and weekly basis, what are the things you need to do, or not do, to keep balance in your life?

> On a monthly and regular basis, what are the things you need to do or not do?

> Who do you need to spend more or less time with?

> In the next six months, what long-term changes or strategies do you need to develop to limit the impact of your work on your life?

Self-care plan

In the next ____ months I will make self-care a priority in my life because:

....
....
....
....
....
....

Not taking care of myself has the following impact **on my life and on my work with adults and carers:**

....
....
....
....
....
....

When I take good care of myself I notice:

....
....
....
....
....
....

The following people, places or activities bring me pleasure and comfort:

....
....
....
....
....
....

My strategies and plans for self-care (in both the personal and professional realm) are:

....
....
....
....
....
....

On a daily, weekly or fortnightly basis I will:

....
....
....
....
....
....

On a regular basis I will:

....
....
....
....
....
....

In the next three to six months I will:

....
....
....
....
....
....

Source: Based on Gibbs et al (2014) adapted from Dwyer (2002)

Tool 17: Wagnild and Young resilience scale

NAME ....

DATE ....

This standardised measure comprises a series of questions about practitioner resilience. The results can form the basis of a discussion on issues of wellbeing, the impact on the supervisee's own life and their work.

Aim

The tool is designed to understand practitioner resilience.

Applications

Practitioners should complete the questions on their own and pass the completed scale to their supervisor to score using the instructions below.

Instructions

The following questions ask you to make a series of judgements about your attitudes to your life in general. Please circle the number that you feel best corresponds to the strength of your disagreement or agreement.

Practitioner questions

1. **When I make plans I follow through with them**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

2. **I usually manage one way or another**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

3. **I feel proud that I have accomplished things in my life**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

4. **I usually take things in my stride**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

5. **I am friends with myself**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

6. **I feel that I can handle many things at a time**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

7. **I am determined**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

8. **I have self-discipline**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

9. **I keep interested in things**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

10. **I can usually find something to laugh about**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

11. **My belief in myself gets me through hard times**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

12. **I can usually look at a situation in a number of ways**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

13. **My life has meaning**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

14. **When I am in a difficult situation, I can usually find my way out of it**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

15. **I have enough energy to do what I have to do**
    DISAGREE   1   2   3   4   5   6   7   *AGREE*

Supervisor scoring

To score, add up the numbers to form a total score, higher scores reflect higher resilience.

Items 4, 5, 10 and 13 refer to a worker's acceptance of themselves and their life. High scores on these items indicate adaptability, balance, flexibility, a balanced perspective on life and a sense of peace in spite of adversity.

The remaining items (1, 2, 3, 6, 7, 8, 9, 11, 12, 14, and 15) refer to a worker's personal competence. High scores on these items such as self-reliance, independence, determination, invincibility, mastery, resourcefulness and perseverance.

Source: Grant and Kinman (2014) based on Wagnild and Young (1993)

Tool 18: Emotional resilience postcards

This tool focuses on individual strategies for coping with emotional stress. However, it is important to note that emotional resilience is an organisational issue and it is vital that individual practitioners are not held solely responsible for their own responses to the emotional demands of their role.

Aims

To support supervisors to work with supervisees to:

> Identify the emotional demands they face at work

> How they feel in response to those demands

> How they are currently managing their emotions.

Applications

The tool should be explained and worked through in supervision first. The postcards might then be photocopied and printed off for supervisees to keep with them.

The postcards provide a framework for reflection but this does not replace the support element of supervision. This tool should only be used if the supervisee finds it useful as a tool to promote individual learning of effective coping strategies in stressful situations.

Instructions

Step 1: Identify emotional demands

Begin by asking the supervisee to identify the emotional demands they face; knowing what these are will inform the discussion about which coping strategies might work best, so it's important to identify them at the outset.

Step 2: Identify current coping strategies

Ask the supervisee what strategies they use for coping with stressful situations. Strategies currently being used can be compared to those on the postcards.

The strategies on the postcards have been found to provide longer-term benefits (compared to short-term distractions such as comfort eating or drinking alcohol, for example).

Negative strategies – such as self-criticism, avoiding the problem or wishful thinking – are often used but will not help individuals cope in the long term. (Note: The supervisor should avoid any implied 'telling off' of individuals who use negative strategies; rather, they should encourage the supervisee to turn to some of the more effective strategies on the postcards.)

Step 3: Identify main stressors and explore new coping strategies

The supervisor can help individuals identify what demands at work appear to be creating the most stress and consider whether these demands can be controlled by the individual, team or organisation. If they can be influenced, try and work towards a solution together.

If the demands are not controllable (by the individual, team or organisation), then other strategies such as reframing the problem, exercise, seeking social support and modifying mood might be more helpful.

Original postcards are available from Dr Laura Biggart: **l.biggart@uea.ac.uk**

When things get stressful...

Plan ahead

How will I feel?

Could I change...
....where future events happen

...how things happen - for example, layout, sequence, people attending

Reframe

What can I control?

What is not in my control?

Focus on what is in my control

Think of the bigger picture

Take time out to think

Exercise

Any kind of physical activity to...

...use up emotional energy

...help breathing

...regain perspective

...give a break from thinking

Tackle the problem

What is the root cause?

Tackle the root cause

Seek advice/help with this

What problems might be on the horizon?

Learn new skills to prepare for change/challenge

Modify mood

Before any challenge, visualise it going well in detail

Think of something that makes you smile

Pay equal attention to the positive

At the end of each day, bring to mind at least one positive thing

Seek support

Talk to colleagues, family and friends

Listen to different perspectives

If support is not immediately available, bring to mind someone who loves and/or respects you

Source: Biggart et al (2016)

Based on tool by Economic and Social Research Council, University of East Anglia and Centre for Research on Children and Families

Tool 19: Debrief

It is important to gain support for yourself following a situation that has impacted on you. Supervision can offer a place to debrief from the emotional impact of social care. Resilience is developed through processing and learning from experience, and developing an increased ability to anticipate and cope with adversity in the future (Fox et al 2015).

This tool draws on the model of Schwartz Rounds which provide a structured forum where people can discuss the emotional and social aspects of their work. Schwartz Rounds enable people to talk about their human experience of working with others. They focus on sharing and acknowledging feelings, rather than finding solutions (Cullen et al, 2014). More information is available at:

www.pointofcarefoundation.org.uk/our-work/schwartz-rounds/about-schwartz-rounds

This tool offers an approach to debriefing after an experience that has impacted on you.

You can use the tool in individual or group supervision to talk about an experience that has affected you. The environment needs to be safe and supportive. This tool fits alongside robust organisational support for people to manage the impact of their work. It is not a quick fix.

Talk for 5-10 minutes about a specific encounter with a person in the course of your work. Share how you felt about this and what it has meant for you.

Jointly discuss the experience of sharing this story. Do not try to solve problems or identify actions. Focus on the impact of talking about these personal moments. It is probable that there will be emotional responses to the story from the speaker and listener. Recognise that these emotions already existed and the session is there to acknowledge them.

> Ensure there is time to pause afterwards before going back into normal work. This discussion may need to be followed up and further support provided.

Tool 20: Supervision in times of change

Change is a constant in social care. Depending on how it is implemented, it can lead to a range of emotional and practical impacts on people.

This tool helps you to consider the impact of change and the reasons for how it is affecting you. This enables you to consider what you can do to manage yourself through change and to influence others. It helps you to use your capabilities and effort to take control of what you can, and to influence where that will help (Covey 1992).

You can use this in individual or group supervision, or in team meetings to discuss how to respond to and affect change. This enables you to identify support and learning for how to improve things.

Discuss the change situation: What is happening to us now? What are the reasons for this?
Use the dartboard to identify: What is in our control; what we can influence; what is outside of our control.

What I/we can do to manage ourselves in this change

What I/we can influence

Outside my/our control
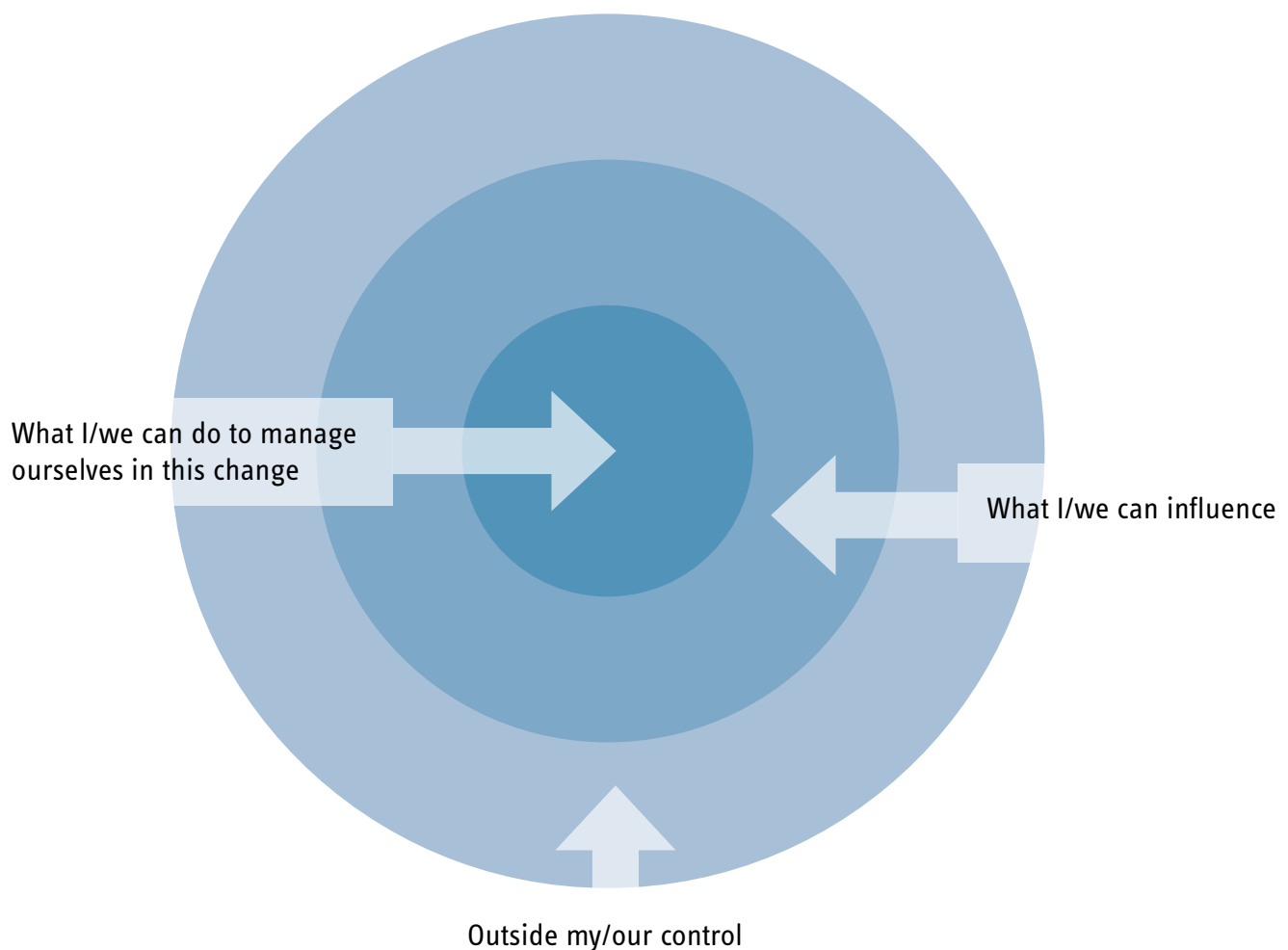
What I can do	What I can influence	What is outside of my control
		© Research in Practice March 2021

Tool 21: Managers' Audit Tool

This is useful for managers to demonstrate whether they currently exhibit the behaviours necessary to promote emotional resilience and, therefore, offer effective services.

Management competency	Strategy	Provide rating: **0** Never/not at all **1** Sometimes/to an extent **2** Always/regularly	Description of improvements/ actions required
Managing workload and resources	> Regular case load supervision with a shared agenda occurs at least monthly. > Supervision is about the individual, as well as case work. > Staff cover is in place for illness or any increase in workload. > Expectations of the team are realistic. > Cases are allocated to match a worker's capabilities and skills.		
Participative approach	> The Team Manager listens to and consults with the team. > The Team Manager understands the individual needs of people and their work/life balance. > The Team Manager understands the team's needs. > The supervision space is free from distraction, and fosters a safe environment in which difficult situations can be discussed without fear of blame.		
Team work	> Group supervision occurs frequently and cases are reflected upon. > All people have a mentor. > Peer observations take place. > Team meetings occur regularly. > Team planning/learning days take place regularly. > People are informed about performance management and departmental priorities. > People are supportive of one another.		

Process planning and organisation (including health and safety)	> Workloads, both present and future, are planned and reviewed. > Business plans are updated and people are made aware of the plans. > Senior management are kept informed of issues. > All people are trained in lone working. > Individual risk assessments are used for people in high risk cases or for personal health issues. > High risk cases are discussed and managed as a team. > People know how to access people care/welfare provision.		
Individuals' knowledge of the job	> People are given an appropriate induction. > People are provided with current literature to enable learning and development. > People have a training plan and professional development is promoted. > Senior team members mentor less experienced team members > Learning is an ongoing process in the team and is integrated into supervision and team meetings.		
Communication	> Teams are informed of what is happening in the organisation. > People know who to go to if they have any issues or concerns. > People know who their line manager is and who covers when the line manager is not available.		
Accessible/ visible leadership	> The Team Manager is easily contactable. > The Team Manager has an 'open door' policy. > The Team Manager is in regular contact with the team. > Lines of accountability are clear.		
Feedback	> The Team Manager shows appreciation. > The Team Manager provides praise and rewards good work.		

Adapted from *Labour Force Survey* (2009) Health and Safety Executive

Supporting individuals, teams and organisations

Tool: Four strategies for reducing stress and building resilience

This 'back to basics' survival tool reminds you to create a list of personal and professional resources you can call on to help you to reduce adrenalin levels, balancing the four key strategies:

1. **Focus** – identify people and tools that will support you in making critical decisions

2. **Diffuse** – choose your favourite methods for diffusing the effects of adrenalin

3. **Distract** – be specific about who and what helps you to focus on things other than the pandemic

4. **Relax** – expand your range of mind and body relaxation techniques.

Focus	Diffuse	Distract	Relax
E.g. Peer Supervision Circle of control tool Critical incident analysis	E.g. Online workout Walking the dog Going for a run	E.g. Netflix Social groups on Zoom Online team quiz	E.g. Long hot bath Prayer Mindfulness meditation

Useful resources

The Body Coach – **www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ**

Mark Williams mindfulness meditation **www.youtube.com/playlist?list=PLbTuZkZyHw9I7-YcOp27YgOVuo1tCJUFE&app=desktop**

Supporting individuals, teams and organisations

Tool: Three top tips for containing Covid-19 anxiety

"*We are dealing with two contagions – the virus itself and the emotions it generates*" (Schwartz, 2020).

https://hbr.org/2020/03/coping-with-fatigue-fear-and-panic-during-a-crisis?referral=03758&cm_vc=rr_item_page.top_right

Brewer (2020) suggests three key strategies for containing the "emotional infection" of anxiety which "coupled with some simple mindfulness practices, can help us all stay mentally connected and spread calm".
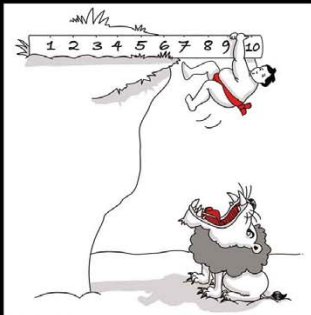
https://hbr.org/2020/03/anxiety-is-contagious-heres-how-to-contain-it?referral=03759&cm_vc=rr_item_page.bottom

1. Run a code	Use **CPR** as an acronym, for example:
	> **C**alm your thoughts. Build skills to help 'get in touch with your calm', noticing rather than absorbing the emotional contagion of anxiety.
	> **P**ause for breath. Breath in for 4 counts, hold for 4, and breath out for 6 counts. Do this three or four times and then focus on the task in hand.
	> **R**elax your muscles. Shake your shoulders, your arms and then your hands. Wriggle your toes. Regularly check you are not clenching your teeth or your fists, nor hunching your shoulders.
2. Get in touch with your calm	Take a moment to pause and notice what it feels like when you are calm among anxious people. The more you practice it, the more it will become your norm rather than your exception. You can also look around to see if your calm catches. It might not be as contagious as fear, but done over and over, it can go a surprisingly long way.
3. Take it one day at a time	Our brains are hardwired to plan for the future. We don't have enough information right now about how this pandemic is going to play out to plan for a month, 6 months or a year down the road. If or when you notice that your brain is starting to spin out into future thinking and worry, take a mindful pause and remind yourself to take it one day at a time for now.

Adapted from Brewer, 2020

Supporting individuals, teams and organisations

Tool: The SUMO tool

Faced with a challenge?
7 questions to help you **S.U.M.O.**

1: Where is this issue on a scale of 1 - 10?

2: How important will this be in 6 months time?
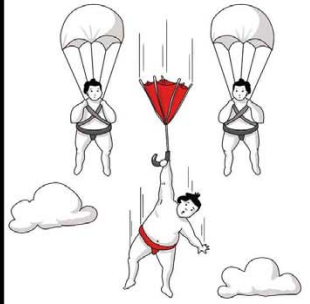
3: Is my response appropriate and effective?

4: How can I influence or improve the situation?

5: What can I learn from this?

6: What will I do differently next time?

7: What can I find that's positive in this situation?

www.paulmcgee.com   Tel: 44 (0) 1925 268 708   E-mail: sumo@paulmcgee.com

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Revisiting the scaling question over time could guide transition from:

> the Immediate Covid-19 Response phase, where baseline anxiety may have gone up to 8, 9 or even 10 (with usual learning processes having to sit on the back boiler),

> to the Repair phase exploring what 6 or 7 looks like and making changes to achieve this

> gradually coming down through levels 5, 4, 3 etc in the Recovery phase with baseline anxiety returning to familiar, more manageable, levels of anxiety (at this stage formulating a clear picture of what 'normal' looks like in the post Covid-19 world of social care).

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.

Adults and carers are asked to give feedback on an individual or a service that we can use to discuss in supervision
> How will we do this?

This feedback is shared in individual or group supervision
> How will we do this?

In our supervision discussion, we identify how to improve our practice (including through using supervision) and how to influence the organisation to improve
> How will we do this?

We let the organisation know what we have learned and how the organisation can support us to improve practice (including supervision)
> How will we do this?

We let adults and carers know what we have discussed in supervision and what we will do differently to improve things in future
> How will we do this?

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.

What good looks like	What is happening

What could happen differently

> 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?

Action plan

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

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.

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

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

Tool 30: Audit of supervision principles

The principles of good social care practice with adults and carers and good supervision are the same.

This tool enables you to consider how far your supervision or your organisation's supervision reflects these principles and what you might do to embed them.

You can use this tool in individual or group supervision to consider how far your supervision meets the aims. You can also use it when reviewing supervision or as an evaluation tool. Organisations can use the tool to identify actions for organisational improvement. It therefore enables learning, identification of support and mediation of relationships in the organisation.

In our supervision we...	1-5 (1 = low)	Comment	Actions to embed the principles	When and who will do these actions
Keep adults and carers at the centre of all that we discuss				
Behave in the same way that we strive to behave with adults and carers, including taking a strengths-based approach				
Work through a relationship to support us to achieve outcomes				
Are aware of power and accountability, and exchange expertise				
Are clear about ethics				

In our supervision we...	1–5 (1 = low)	Comment	Actions to embed the principles	When and who will do these actions
Work within the framework of social care law				
Are evidence-informed, learning from adults' and carers', from practice experience and from research				
Are reflective about what is happening, why and how it can be improved				
Make every supervision contact count				
Try to understand what difference we make				
Are attentive to individuals and to the context				
Recognise that change requires support				

Tool 31: Reflective supervision Audit Tool

Proportionate and outcomes-focused audit plays an important role in a learning organisation. This is an interactive tool that draws on the project participants' 'six principles of reflective supervision' to provide a framework for auditing the occurrence and quality of reflective supervision.

Six principles of reflective supervision:

1. Deepens and broadens workers' knowledge and critical analysis skills.
2. Enables confident, competent, creative and independent decision-making.
3. Helps workers to build clear plans that seek to enable positive change for adults and carers.
4. Develops a relationship that helps people feel valued, supported and motivated.
5. Supports the development of workers' emotional resilience and self-awareness.
6. Promotes the development of a learning culture within the organisation.

Aims

To facilitate the identification of:

> Practice that may need challenging
> Practice that should continue to be embedded and promoted more widely.

Application

This tool has been designed for audit of reflective supervision at both team and organisational level and is suitable for multi-agency and peer audit. Evidence might be gathered via a range of methods, including observation, interviews, adult and carer feedback and case note audits.

Instructions

For a given practitioner, fill in their details and details of the supervision they receive below. You are then asked to provide evidence relating to a number of statements about the supervision they receive, along with actions required and one of four possible audit outcomes for each statement.

Practitioner's name: ....

Team: ....

Length of experience: ....

Type of contract: ....

Please answer for each type of supervision received.	Type of supervision			
	Group	**Peer**	**One-to-one**	**Other**
Frequency?				
Who provides (role)?				
Where?				

Audit outcomes (see worked example at end of this tool):

Challenge: The practice is detrimental to adults/carers/practitioner/organisation and needs to be changed.

Support: The current practice is not meeting all the standards and the supervisor/supervisee require support in terms of training, practice, policy (individual/organisation).

Maintain: Ensure that the current practice is embedded and able to continue/develop.

Promote: The current practice is excellent and should be promoted across the organisation for everyone to learn from (individual/organisation)

	Evidence: This should support the final audit outcome in each section	Required actions: Opportunities for promoting excellent practice or improving practice in each area	Audit outcome: Challenge (C) Support (S) Maintain (M) Promote (P)
Principle 1 – Is the reflective supervision deepening and broadening the worker's knowledge and critical analysis skills?			
Is there evidence that the reflective supervision:			
... has identified the worker's learning needs?			
... has deepened and broadened their knowledge?			
... has developed the worker's critical analysis skills?			
... has promoted a consideration of power and the wider social and public contexts?			
... supports the worker to learn from their experiences, and apply this learning in practice?			

	Evidence	Required Actions	Audit Outcome
Principle 2 – Is the reflective supervision enabling confident, competent, creative and independent decision-making?			
Is there evidence that the reflective supervision:			
… has enabled confident, competent and creative decision-making?			
… has supported the worker to make confident, competent and creative decisions independently of supervision where appropriate (reducing 'supervisor dependency')?			
… has supported, encouraged and appropriately challenged decision-making (eg, in the style of a 'critical friend')?			

	Evidence	Required Actions	Audit Outcome
Principle 3 – Is the reflective supervision helping workers to build clear plans that enable positive change for children and families?			
Is there evidence that the reflective supervision:			
... has enabled a focus on the impact of the following in relation to the service user: Gender, Race, Religion, Age, Abilities, Class, Culture, Ethnicity, Spirituality, Sexual Orientation?			
... has resulted in specific actions/ outcomes for the person?			
... considers performance in relation to standards, policies, procedures, etc, to identify 'correct' actions to follow?			
... explores the views of other agencies, and promotes joint development of holistic plans that meet all of the adult's needs?			

	Evidence	Required Actions	Audit Outcome
Principle 4 – Is the reflective supervision helping people to feel more valued, supported and motivated?			
Is there evidence that the reflective supervision:			
... is helping the worker to feel more valued supported and motivated?			
... supports exploration of the worker's health and wellbeing (in terms of sickness, punctuality, ability to manage workload, for example)?			
... has increased worker's job satisfaction?			

	Evidence	Required Actions	Audit Outcome
Principle 5 – Is the reflective supervision supporting the development of workers' emotional resilience and self-awareness?			
Is there evidence that the reflective supervision:			
… has promoted the worker's emotional resilience?			
… has developed the worker's self-awareness by exploring how thoughts and feelings may unconsciously shape judgements and decision-making?			
… considers the following in relation to the worker: Gender, Race, Religion, Age, Abilities, Class, Culture, Ethnicity, Spirituality, Sexual Orientation?			

	Evidence	Required Actions	Audit Outcome
Principle 6 – Is the reflective supervision promoting and developing the organisational learning culture?			
Is there evidence that the reflective supervision:			
... has resulted in specific actions/ outcomes for organisations? (eg, staff development training or sharing of good practice)			
... makes use of any tools to assist in the reflective process?			

Comments from the supervisor

....
....
....
....
....

Comments from the practitioner

....
....
....
....
....

Signature of Auditor .... Date: ....

Signature of Supervisor .... Date: ....

Signature of Practitioner .... Date: ....

Worked Example

	Evidence: This should support the final audit outcome in each section	Required actions: Opportunities for promoting excellent practice or improving practice in each area	Audit outcome: Challenge (C) Support (S) Maintain (M) Promote (P)
Principle 1 – Is the reflective supervision deepening and broadening the worker's knowledge and critical analysis?			
Is there evidence that the reflective supervision:			
1.1 Has identified worker's learning needs/ deepened their skills?	*Supervision notes dated 3/7, 12/8, and 20/9/2015 demonstrate the worker putting into action her learning about domestic violence issues that had been explored. She was able to link her experience and learning to plan her next interactions with the father.* *The supervisor used Kolb's learning cycle and introduced the the RiPfA resource* **coercivecontrol.ripfa.org.uk***.*	*Practitioner is presenting her case to the team at next team day to share her experience and learning.* *RiP resource to be shared with team.*	(P) *Promote the resource to the team and continue to use the Kolb cycle in supervision.* *Consider using the case and a RSS model in the group to explore DV as an issue.*

Source: Developed by project participants

Tool 32: Supervision self-audit

This tool is an example of a supervision self-audit that asks about the quality and impact of supervision.

This tool relates to questions in the supervision evaluation framework in this resource. You can use this tool to gather feedback from supervisors and supervisees about the quality and impact of supervision. It enables individual development and organisational understanding of the impact of supervision. The tool also 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.

About this audit
This audit helps to identify how far supervision practice makes a difference to supervisees.

Who will the audit be used for?
The audit will be used to identify strengths and areas for improvement for individuals, and to collate learning about these for organisational improvement.

Ethical information
The findings of each audit will be shared to inform the supervisor and supervisee of each other's views. The findings from the audits will be used by the organisation to share and celebrate good practice, and to support staff to improve where this is needed.

Completing the audit
This audit allows you to identify the difference that you think supervision makes. It also allows you to add comments. Please fill it in as completely as possible as this will better enable learning.

Date of audit ....

Completed by supervisor/ supervisee ....

Feedback to supervisee/ supervisor Yes/ No

My views on supervision	1-5 where 5 is completely agree	Comments
I receive/offer regular and appropriate supervision		
There is a suitable supervision environment		
There is a respectful and trustworthy relationship		
I have time to prepare and to follow up on supervision		
We have critically reflective discussions		
Supervision helps the supervisee feel more confident and capable in their work		
Supervision helps the supervisee to feel supported		
Supervision helps the supervisee to learn and develop		
Supervision helps the supervisee to manage their role in the organisation		
Supervision helps the supervisee to identify clear actions		
Supervision helps the supervisee to feel motivated and valued		

Tool 33: Supervision audit

This tool is an example of a supervision audit that looks for evidence related to good practice in supervision.

This tool relates to questions in the supervision evaluation framework in this resource. You can use this tool to look at the quality and impact of supervision. It enables individual development and organisational understanding of the impact of supervision. The tool also 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.

About this audit
This audit helps to identify how far supervision practice reflects the evidence of and standards for good supervision.

Who will the audit be used for?
The audit will be used to review supervision records in order to identify strengths and areas for improvement for individuals, and to collate learning about these for organisational improvement.

Ethical information
The findings of each audit will be shared with the supervisee and supervisor to support their professional development.

If an issue relating to safety wellbeing is identified, then this will be reported to the line-manager immediately.

The findings from the audits will be used to share and celebrate good practice, and to support practice improvement where this is needed.

Completing the audit
This audit allows you to identify how far key areas of practice are met. It also allows you to add comments. Please fill it in as completely as possible as this will better enable learning.

Date of audit: ....

Completed by: ....

Feedback to supervisee and supervisor completed?   Yes/ No

Supervisee role: ....

There is evidence of...	1-5 where 5 is completely agree	Comments
Regular and appropriate supervision		
A suitable supervision environment		
Preparation and use of an agreed agenda		
Appropriate and proportionate recording		
The record reflecting elements of an agreed model		
There is evidence of...	1-5 where 5 is completely agree	Comments
Actions and the expected outcomes of these		
Previous outcomes being reviewed and met		
The well-being of service users and carers being considered throughout		
Critical reflection		
Use of law, theory and evidence in reflection		
Recognition of and response to practice issues		
Appropriate managerial input to decision making		
Consideration of support needed for wellbeing		

There is evidence of...	1-5 where 5 is completely agree	Comments
Discussion and identification of learning needs and how these are being met		
Two-way communication about organisational issues		
Recognition and response to anti-oppressive practice and equality issues		

Tool 34: Fit with other activities

Supervision is not an add-on activity but one which is intimately linked with the quality of practice and its impact on the lives of people who use services. Supervision fits with other activities that reinforce and support what happens in supervision.

This tool helps you to identify how supervision fits with other activities.

You can use this individually as a supervisee to prepare for a discussion with your supervisor about how to join up supervision with other areas. Supervisors can use this tool to identify how the supervision they offer is complemented by other activities. Organisations can use this tool to consider how they support supervision with other activities.

Area of supervision	Where else does this happen	How can we build on this
Building relationships		
Involving adults and carers		
Critical reflection		
Oversight of quality of work		
Oversight of quantity of work		
Support for staff wellbeing		
Learning and development		
Mediation of relationships between people and organisation		

Tool 35: Supervision evaluation framework

Supervision is an investment of time and energy. It is important to understand how well it is delivered and what difference it makes.

This framework sets out how an organisation can evaluate supervision. It uses a model of evaluation that considers three questions:

> How much are we doing?

> How well are we doing?

> What difference are we making?

Friedman M (2005)

	Quantity	Quality
Effort	**How much did we do?** (How much supervision for how many people?)	**How well did we do?** (What did supervisees and supervisors think of our supervision?)
Effect	**What difference did we make?** (What impact did supervision have – on wellbeing of adults and carers, supervisees, the system?)	**What difference did we make?** (How much impact did supervision have – on wellbeing of adults and carers, supervisees, the system?)

You can use this framework to think through how you currently capture information about how much supervision you do, how well you do it, and what difference you make. This resource includes additional tools to help with evaluation:

> *Supervision audit*

> *Supervision observation*

> *Supervision self-audit.*

All of these tools also support 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.

The table below sets out some important questions for each area of evaluation and methods that you can use to monitor this. The tools that are available in this resource are underlined.

How much did we do?

Suggested questions	Suggested methods
> Is everyone getting regular and appropriate supervision? > Is everyone getting supervision in accordance with the local Supervision policy > Are new supervisees/ people in new roles getting more supervision? > Are NQSWs/ AMHPs getting the supervision they should? > Are registered professionals getting supervision from someone in their profession? > What kind of supervision are people having (one-to-one, group, ad hoc) and is this a range that suits them?	Health check – asks about experience of getting supervision Supervision audit (Tool 33) Supervision self-audit (Tool 32)

How well did we do?

Suggested questions	Suggested methods
> Have supervisees been involved and influenced how they receive supervision > Does supervision have a clear purpose? > Are we using a model? – based on reflection and including practice, support, learning, relationships > Do the supervisor and supervisee have learning and development opportunities about supervision practice? > Is there a suitable supervision environment? > Is there a signed supervision agreement? > Is there preparation, use of an agreed agenda and follow up? > Is supervision recorded appropriately? > Is there a respectful and trustworthy relationship?	Audit of supervision policy Audit of supervision learning and development content Supervision audit (Tool 33) Supervision observation (Tool 26) Supervision self-audit (Tool 32) Feedback on supervisor/ee in appraisal 360 degree feedback Adults and carers feedback (Tool 22)

What difference did we make?

Suggested questions	Suggested methods
> Does supervision result in clear outcomes and actions for adults and carers?	Audit of case files
> Does supervision focus on adults' and carers' wellbeing?	Supervision audit (Tool 33)
> Does supervision include critical reflection, and use of theory and evidence in reflection?	Supervision observation (Tool 26)
> Does supervision include management, support, development and mediation?	Supervision self-audit (Tool 32)
> Does the supervisee feel supervision has helped them try out different ideas and approaches?	Feedback on supervisor/ee in appraisal
> Does the supervisee feel more confident and capable?	360 degree feedback
> Does the supervisee feel more supported?	Sickness rates
> Does the supervisee feel helped to learn and develop?	Retention of staff
> Does the supervisee feel supported to manage their role?	Attendance at learning and development
> Does the supervisee feel more motivated and valued?	CPD records
> Does the supervisee want to continue in the organisation	Adult and carer feedback (Tool 22)

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	
Other expectations that we have	

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

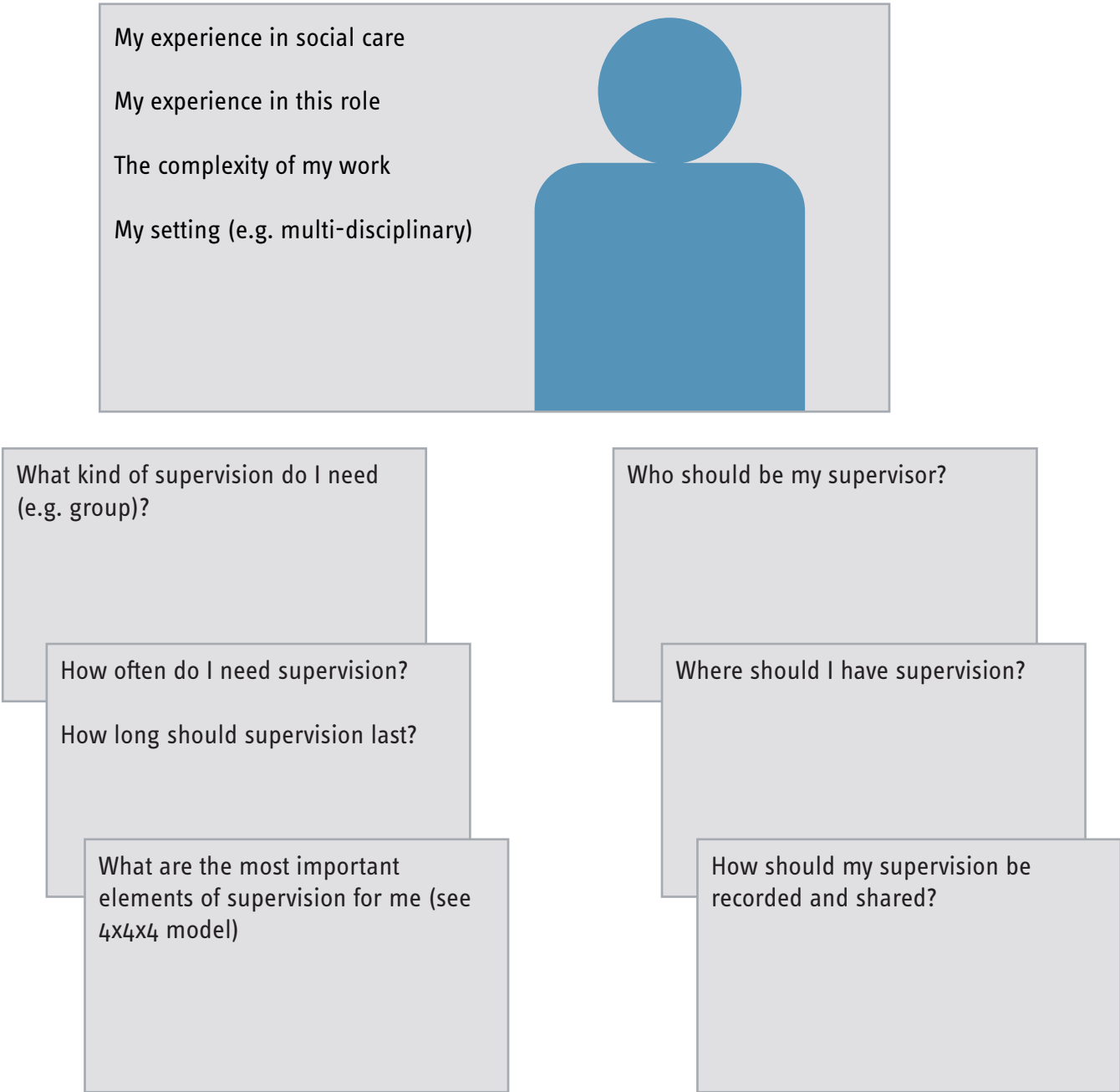**What is important to me**

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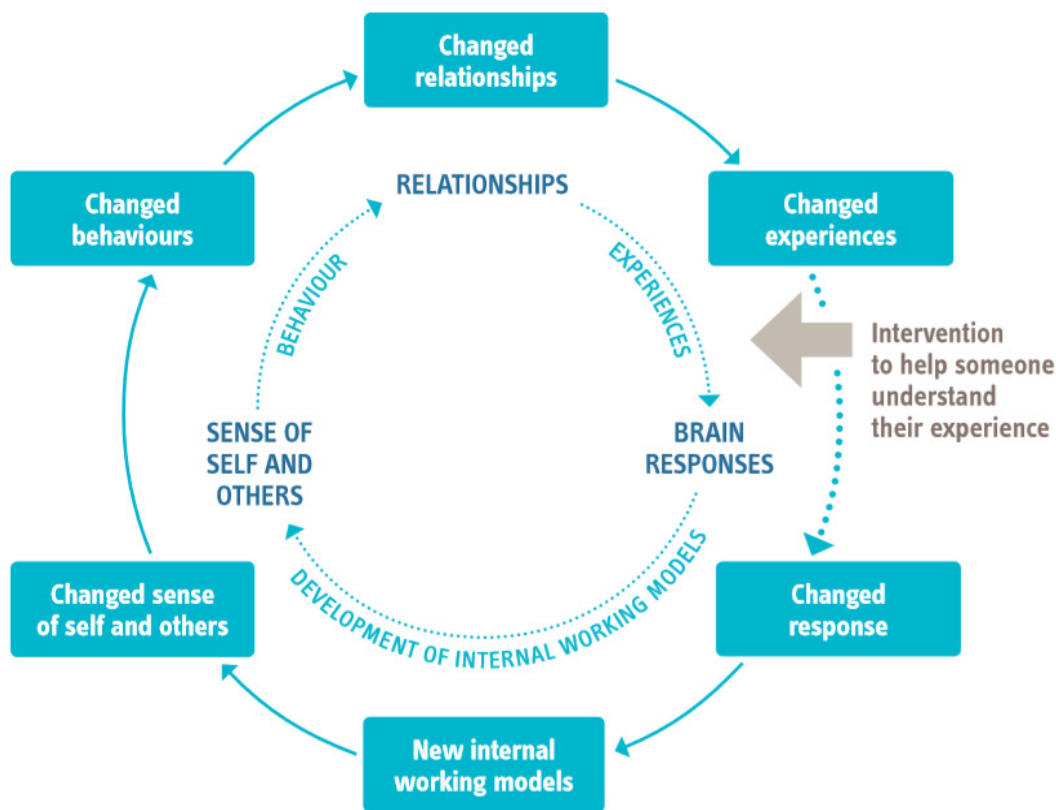
The supervisor/ supervisee relationship will ideally be an adult to adult relationship. There will be exchange of expertise. And the supervisor will offer constructive support and questioning to develop practice.

> 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: ....
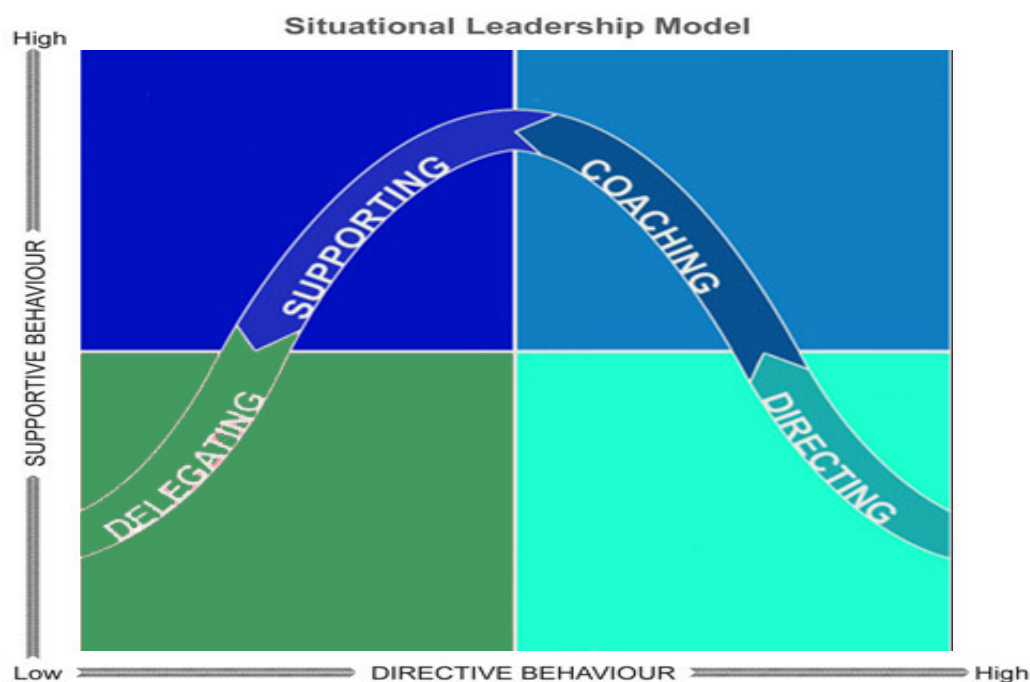
Tool 41: Supportive/ Directive

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.

Situational Leadership Model

High

SUPPORTIVE BEHAVIOUR

SUPPORTING

COACHING

DELEGATING

DIRECTING

Low

DIRECTIVE BEHAVIOUR High

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?

Tool 42: Supervision policy outline

A supervision policy can support shared understanding of supervision and the kind of practice that is needed for adults and carers (Daly and Muirhead 2015).

This tool sets out areas to consider in your supervision policy.

You can use this to review your current policy or to support you to develop a new policy.

Commitment
Statement of organisational purpose for supervision

Purpose
Why we undertake supervision – to cover adults and carers, staff and organisational wellbeing
How adults and carers are involved

Definition
Our definition of supervision

Context
National and local standards
How supervision fits with other areas of the organisation
Expectations and support
Diversity and equality statement

Scope
Who this policy is for

Model
We suggest that you use the 4x4x4 model

Supervisory relationship
How supervisors and supervisees will work together, and how they will be supported

Practicalities
Frequency and duration of supervision, including for different roles
Who should supervise, including in multi-disciplinary teams
Types of supervision
Location of supervision
Confidentiality of information
Preparation for supervision

Recording
What should be recorded where

Quality assurance
How supervision will be evaluated
How to respond if supervision is not working

Appendices
Templates and tools that may include:
Agenda
Record
Evaluation tools
Reflective tools
Tools to support different functions of supervision

Tool 43: Supervision recording

Preparation, effective use of time and follow up are essential to get the most out of supervision.

This tool helps you to plan for supervision, to cover the main areas in supervision and to record supervision. (Your local supervision policy should cover these areas and will take precedence over the information in this tool.)

You can use the headings below to help you to prepare for supervision – as supervisor or supervisee, to agree an agenda at the start of supervision, or as a recording tool. Organisations can use the tool to inform their supervision guidance.

Supervision should ideally follow the CLEAR model

CLEAR supervision model	Process
Contract	Supervision session starts by establishing the practitioner's desired outcomes, what needs to be covered and how the supervisor and the supervisory process can be most valuable. Ground rules and roles will also be agreed
Listen	By using active listening and agreed reflective models and tools, the supervisor helps the practitioner to develop an understanding of the situation in which they want to effect difference.
Explore	Through questioning, reflection and the generation of new insights and awareness, the supervisor works with the supervisee to identify different options for handling the situation or relationship.
Action	Having explored the various dynamics and options for handling the situation, the practitioner chooses a way forward and agrees first steps.
Review	The agreed actions are reviewed. The supervisor also encourages feedback from the practitioner on what was helpful about the supervision process, what was difficult and what they would like to be different in future sessions. Agreeing how the planned action will be reviewed at future supervision sessions completes the work.

(Earle et al 2017)

Both the supervisor and supervisee should **prepare** for supervision.

Supervision should start with agreement about the **agenda**. This discussion flows into and alongside a discussion about wellbeing – the 'how are you?' discussion.

The headings below cover the main areas that should usually be discussed in supervision. You don't need to cover all the areas in one supervision.

> Review of outcomes and actions from previous session

> Management: workload

> Management: critically reflective discussion of priority cases

> Support: wellbeing and support needed

> Development: review of learning and how this has been used

> Development: discussion of future professional development

> Mediation: relationships with others

> Mediation: practical arrangements e.g. annual leave

> Agreement of outcomes and actions.

The **supervision record** should give an overview of what was covered in the session.

The supervision record is part of the management record and belongs to both the supervisee and the organisation. Each should have a copy. Supervision records should be signed by both parties and any disagreement should be noted.

Notes can be taken during or after the meeting, depending on preference. The method should be discussed and agreed.

Discussions in supervision that relate to **decisions about particular cases** should be noted on the case file as they are part of the intervention in that person's situation. It is important to agree in supervision who will do this recording. These discussions should be mentioned anonymously on the supervision record.

There may be **personal elements** of the supervision discussion that do not go on the supervision record, for example personal issues that it is agreed will not be captured on the supervision form. However, they should be noted in a separate confidential record, in case they become relevant to work later.

Other notes may be made from supervision discussion for example recording learning and development activity or annual leave.

Tool 44: Organisational Culture

This tool helps you to think through how the culture of the organisation you work for supports good supervision.

You can use this tool in groups to consider how your organisation's culture impacts on supervision. It enables you to identify ways to ensure that the organisational culture fits the supervisory culture. This is particularly useful when the organisation is going through change or is introducing new information about supervision.

Supervision is supported by an organisational culture that promotes learning, critical reflection and emotional support (Kettle 2015). The organisational culture is reflected in some particular areas that are listed in the table below (Johnson and Scholes 2007).

Look at each area in the table and consider how these areas support or hinder the values and behaviours that you want to see in supervision. You can then consider what you can do differently so that the organisational culture and supervision practice reflect one another. An example is given.

Organisational Culture Area	Description	How does this support supervision	How does this hinder supervision	What can we do differently
The stories we tell	The organisation is often described as being too bureaucratic	There is a clear process and people understand what is required	We can get caught up in the process and forget to use reflective practice	Ensure that we record reflective conversations within and outside of formal 1-1 supervision; try to have reflective conversations in other forums like management meetings
Our behaviours				
Our environment				
Our roles				
Our organisational structure				
Our communication systems				

Tool 45: Retaining staff

Research points to factors that support people to stay working in social care and those that push them away (Bowyer and Roe 2015). One of the factors is supervision.

This tool enables you to consider the push and pull factors and how you are supporting a context where supervision can thrive.

You can use this in team meetings to talk with your staff about their experience or in management meetings to consider how to support retention in your organisation.

How do we 'pull' staff to stay in our organisation?

Pull Factor	How can Supervision help?
The ability to make a difference	
Opportunities for staff development	
Peer support	
Opportunities for career progression	
Organisational support for emotional wellbeing	
Feeling valued	
What other factors can we identify?	

How do we avoid 'pushing' staff away from our organisation?

Push Factor	How can Supervision help?
Blame Culture	
Lack of clarity about roles	
High levels of stress	
Overly bureaucratic systems	
Negative public perceptions	
What other factors can we identify?	

Tool 46: Workload considerations

One of the functions of supervision is oversight of the quality and quantity of work being done.

This tool highlights considerations around workload for discussion in supervision. It is based on research about workloads (Baginsky et al 2009).

The supervisor and supervisee can use this tool to prepare for and carry out a discussion about workload in individual supervision. You can also use it to discuss the team's workload in group supervision or a team meeting. This tool also helps to support supervisees' wellbeing by enabling discussion of the impact of workload and how to manage this.

Most workload management is done by supervisors based on knowledge of staff and their capacity.

> How well does the supervisor know the supervisee and their capabilities?

> How can we improve this?

Formal systems can help but the level of workload that is manageable requires a professional judgement about the particular situations being worked with.

> How well does the supervisor know what the supervisee is working on?

> How can we improve this?

'Cases' can vary significantly in terms of the work required. Some considerations that affect complexity are: the number of issues; the number of agencies involved; the likelihood of and likely consequence of risk; the likelihood of change; the amount of scrutiny; additional learning required; travel.

> How well does the supervisor know how much complexity is involved in the supervisee's work?

> How can we improve this?

Social care requires professional development for individuals and organisations. It also involves uncertainty so we need some flexibility for unexpected events.

> How well does the supervisor know the supervisee's diary and is there any flexibility in this?

> How can we improve this?

High demand, lack of control and change can be causes of stress. They are helped by support, good relationships and a clear role.

> How well does the supervisor understand the stresses on the supervisee?

> How can we improve this?

Tool 47: Case prioritisation

There may be a perception that each supervision session should include discussion of every open case in order to retain oversight and accountability. This is generally impossible in the time available and does not support workers in taking ownership and prioritising issues and cases for discussion themselves. (Earle et al 2017)

This tool supports prioritisation of cases so that they can be discussed with the appropriate level of critical reflection.

Supervisees can use this tool to prepare for a discussion in individual supervision. Supervisors and supervisees can use this tool to agree the cases to discuss and to ensure that they prioritise appropriately.

List your cases and give them a score from 1-5 with 5 being most complex.

The level of complexity is based on the following factors: the number of issues; the number of agencies involved; the likelihood of and likely consequence of risk; the likelihood of change; the amount of scrutiny; additional learning required; travel.

Case	Complexity	Reason for this score

Agreed cases to discuss:

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Cases that need discussion soon and when we will do this:

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