

Reflecting on your supervision history

Aim: To help you reflect on the influence of previous experiences of supervision on your current approach to supervision.

Given that the way supervisees themselves have been supervised is a major factor in how they undertake supervision, it is essential that supervisors and supervisees are fully aware of the impact of such influences. Even where supervisors have had negative experiences, which they are seeking not to replicate, this can result in over-compensation, which may not always be appropriate. For instance, a supervisor trying not to replicate bullying behaviour might be reluctant to use authority at all. This exercise will help you to review your supervisory role models.

- 1 Using the form attached, write out a list of previous supervisors. These may include significant figures outside social care, previous employers and managers, or even teachers or college lecturers.
- 2 Beside each one, make a brief note about their impact on you in terms of whether and how they helped or hindered your development. Use the two columns to distinguish between helpful and hindering responses. The same supervisor may have responded in both helpful and unhelpful ways.

Focus on those who had greater impact, and consider what it was about their style, focus, understanding, knowledge, skills, values, use of authority, empathy or any other factors that affected you. Consider whether factors of gender, race etc were significant.

- 3 Now reflect on how you responded to them: what responses did their approach generate in you?

Our responses to positive and negative experiences of supervision are different. Where supervision is poor or undermining we may arrive late, be guarded about certain types of information, and reluctant to expose ourselves or take risks.

- 4 Finally, analyse the degree to which your approach as a supervisor now is influenced by any or some of these experiences. What good models are you seeking to apply? What bad models are you seeking to avoid?

My supervision history				
Previous supervisor	What helped?	What hindered?	Response at time	Influence on me now
Summarise the major influences on your approach to supervision:				

Importance of Supervision Agreements

Aim: To understand importance of supervision agreements and the process of contract formation.

Task:

1. Identify someone in the group who you do not ordinarily work with. Spend a few minutes reading through the specimen supervision agreement attached.
2. Once you have reviewed this document consider the following questions and be prepared to feedback the headlines from your discussions:
 - What is clear and agreed between you and your own supervisor?
 - What is unclear?
 - What is disputed?
 - What actions can you take to strengthen those supervisory arrangements?

Supervision agreement.

Between: Supervisor: _____

and Supervisee: _____

Agency expectations:

The agency expects workers to be supervised at _____ intervals as a minimum, for periods of _____, and that they key areas to be addressed are:

1. To enable the worker to perform to the standards specified by the agency
2. To ensure that the worker is clear about his/her roles and responsibilities
3. To ensure accountability for the work undertaken by the worker
4. To assist in the worker's professional development
5. To be a primary source of support for the worker
6. To provide regular and constructive feedback to the worker on their performance
7. To review the supervision contract annually

Arrangements agreed for supervision

Frequency

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Length

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Location

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Recording of supervision

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Purpose for which supervisory record may be used

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Storage of supervision record

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How we will agree the agenda for sessions

.....**Prior to session, no**
surprises.....

.....

Interruptions will only be permitted if ...

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Content and focus of supervision will be based on:

- 1 agreeing the agenda
- 2 reviewing your work via discussion, reports, observation

- 3 agreeing and monitoring action plans
- 4 development of your skills, knowledge and value base by reflecting on your performance
- 5 Identifying your developmental needs, interests, goals and action plans
- 6 providing space for you to reflect more generally on your experience of, and feelings about the work
- 7 reviewing this supervision agreement, including your feedback about the progress of supervision

Making supervision work: what each agrees to contribute

What I want from you as my supervisor: autonomy, support and guidance as and when required. Constructive feedback/criticism; discuss personal and professional development; update on what's happening in the organization related to my role; achievable targets ; checking in on my well-being, life work balance look at a person as a whole; to give feedback criticism in a safe and positive way and confidential; anything taken outside supervision it will be with agreement and vice-versa. Safe environment open and frank discussions. Look at workload and feedback.

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What I will contribute as the supervisee to make this work: discuss plans and outcomes of training, challenge thinking/learning.

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What I want from you as a supervisee:

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What I will contribute as the supervisor to make this work:

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Permissions that we have agreed:

(egs: *The supervisor does not always have an answer; OK for me as the worker to say I am stuck*)

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What we will do if there are difficulties working together:

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Signed:

Date:

This agreement to be reviewed at (frequency):

Supervision Development Plan (adapted Morrison, 2009). Can be used with a supervisee to collaboratively evaluate their experience of supervision and guide professional development.	Usually	Seldom	Never	One thing I can do more of	One thing my supervisor can do more of
1. Is regular and uninterrupted.					
2. Is based on a negotiated agreement.					
3. Helps me to be clear about my role.					
4. Challenges my thinking.					
5. Helps me to reflect on my relationship with children and young people.					

6.	Explores the use of power and authority within my work.					
7.	Encourages consideration of working with diversity in my practice.					
8.	Allows for the expression of anxiety and uncertainty.					
Supervision Development Plan (adapted Morrison, 2009)		Usually	Seldom	Never	One thing I can do more of	One thing my supervisor can do more of
9.	Explores the emotional impact of practice.					
10.	Encourages the use of research to assist analysis.					
11.	Helps me to explain the reasons for my judgements and decisions.					
12.	Reflects my preferred learning style/s.					
13.	Encourages learning from best practice.					

14. Identifies skill and knowledge gaps.					
15. Encourages me to identify mistakes and learn from these.					
16. Explores the reasons for poor or under-performance.					
Supervision Development Plan (adapted Morrison, 2009)	Usually	Seldom	Never	One thing I can do more of	One thing my supervisor can do more of
17. Identifies development opportunities.					
18. Is a medium through which my voice can be heard higher up the organisation.					
19. Makes a positive difference to my practice.					
20. Makes me enthusiastic about my work.					