

## Self-assessment Questionnaire for Supervisors

This self-assessment questionnaire affords you the opportunity of getting some 360° feedback from supervisees, peers, tutor and supervisor. Each person is asked to rate each area of skill on a one to five scale. To create some common understanding of how to use this rating scale the following definitions are offered:

1. professional learning need – don't know how to do this
2. personal learning need – know how to but unable to make it happen
3. sporadically competent – occasionally do it fine
4. consistently competent – this has become part of natural way of doing things
5. role model for this – can teach it to others

|   | Learning need |   |   | Competent | Expert |
|---|---------------|---|---|-----------|--------|
|   | 1             | 2 | 3 | 4         | 5      |
| <b>Knowledge</b>  |               |   |   |           |        |
| 1) Understand the purpose of Supervision  |               |   |   |           |        |
| 2) Clear about the boundaries of Supervision  |               |   |   |           |        |
| 3) Understand the following elements:   |               |   |   |           |        |
| Managerial / professional   |               |   |   |           |        |
| Educative / developmental   |               |   |   |           |        |
| Supportive / restorative  |               |   |   |           |        |
| 4) Contract with supervisees effectively (practicalities; roles and responsibilities; boundaries; joint-success criteria) |               |   |   |           |        |
| <b>Supervision Management Skills</b>  |               |   |   |           |        |
| 1) Can explain to supervisees the purpose of supervision  |               |   |   |           |        |
| 2) Can negotiate a mutually agreed and clear contract   |               |   |   |           |        |
| 3) Can maintain appropriate boundaries  |               |   |   |           |        |
| 4) Can set a supervision climate that is:   |               |   |   |           |        |
| Empathic  |               |   |   |           |        |
| Genuine   |               |   |   |           |        |
| Congruent   |               |   |   |           |        |
| Trustworthy   |               |   |   |           |        |
| Immediate   |               |   |   |           |        |
| 5) Can maintain a balance between the managerial, educative and supportive functions                                      |               |   |   |           |        |
| 6) Can end a session on time and appropriately  |               |   |   |           |        |
| <b>Supervision Intervention Skills</b>  |               |   |   |           |        |
| 1) Can use the following types of intervention:   |               |   |   |           |        |
| Prescriptive  |               |   |   |           |        |
| Informative   |               |   |   |           |        |
| Confrontative   |               |   |   |           |        |

|  | Learning need |   |   | Competent | Expert |
|--|---------------|---|---|-----------|--------|
|  | 1             | 2 | 3 | 4         | 5      |
| Catalytic  |               |   |   |           |        |
| Cathartic  |               |   |   |           |        |
| Supportive   |               |   |   |           |        |
| Can create 'transformational shift' in the room                                      |               |   |   |           |        |
| 2) Can give feedback in a way that is:   |               |   |   |           |        |
| Clear  |               |   |   |           |        |
| Owned  |               |   |   |           |        |
| Balanced   |               |   |   |           |        |
| Specific   |               |   |   |           |        |
| 3) Can usefully focus on:  |               |   |   |           |        |
| Reported content (Mode 1)  |               |   |   |           |        |
| Supervisee's interventions (Mode 2)  |               |   |   |           |        |
| Supervisee/Client relationship (Mode 3)  |               |   |   |           |        |
| Supervisee's reactions and assumptions (Mode 4)                                      |               |   |   |           |        |
| Supervision relationship (Mode 5)  |               |   |   |           |        |
| Own reactions and assumptions (Mode 6)   |               |   |   |           |        |
| 4) Can describe one's own way of working   |               |   |   |           |        |
| 5) Can offer own experience appropriately  |               |   |   |           |        |
| 6) Can develop self-supervision skills in supervisee                                 |               |   |   |           |        |
| <b>Traits or Qualities</b>   |               |   |   |           |        |
| 1) Commitment to the role of supervisor  |               |   |   |           |        |
| 2) Comfortable with the authority inherent in the role of supervisor                 |               |   |   |           |        |
| 3) Can encourage, motivate and carry appropriate optimism                            |               |   |   |           |        |
| 4) Sensitive to supervisee's needs   |               |   |   |           |        |
| 5) Sensitive to individual differences due to:                                       |               |   |   |           |        |
| Gender   |               |   |   |           |        |
| Age  |               |   |   |           |        |
| Ethnic background  |               |   |   |           |        |
| Personality  |               |   |   |           |        |
| Professional training  |               |   |   |           |        |
| 6) Has a sense of humour   |               |   |   |           |        |
| <b>Commitment to one's own on-going development</b>                                  |               |   |   |           |        |
| 1) Ensure own appropriate supervision  |               |   |   |           |        |
| 2) Committed to updating own practitioner and supervisory skills and knowledge       |               |   |   |           |        |
| 3) Recognises own limits and can identify own strengths and weaknesses as Supervisor |               |   |   |           |        |
|  |               |   |   |           |        |
|  |               |   |   |           |        |

|  | Learning need |   |   | Competent | Expert |
|--|---------------|---|---|-----------|--------|
|  | 1             | 2 | 3 | 4         | 5      |
| 4) Gets regular feedback from:                                     |               |   |   |           |        |
| Supervisees  |               |   |   |           |        |
| Peers  |               |   |   |           |        |
| Own supervisor/seniors   |               |   |   |           |        |
| <b>Optional:</b>   |               |   |   |           |        |
| <b>For Group Supervisors</b>                                       |               |   |   |           |        |
| 1) Have knowledge of group dynamics                                |               |   |   |           |        |
| 2) Can use the process of the group to aid the supervision process |               |   |   |           |        |
| 3) Can handle competitiveness in group                             |               |   |   |           |        |
| <b>For Senior Organisational Supervisors</b>                       |               |   |   |           |        |
| 1) Can supervise inter-professional issues                         |               |   |   |           |        |
| 2) Can supervise inter-organisational issues                       |               |   |   |           |        |
| 3) Have knowledge of stages in team and organisational development |               |   |   |           |        |
| 4) Can surface the underlying team or organisational culture       |               |   |   |           |        |
| 5) Can facilitate organisation change                              |               |   |   |           |        |
| 6) Can create a learning culture in which supervision flourishes   |               |   |   |           |        |

Please try and use an appropriately wide range of scoring, do not reduce everything to a median score. After scoring this yourself, please send copies of this self-assessment questionnaire to two supervisees, two peer group trainees, and your supervisor. Please arrange for feedback from each person who fills in one of these forms. The objective is not so much to arrive at a score, but to start a series of 360° conversations that will hopefully stimulate further learning and new areas of focus for the development of your practice.