



# Appendices



## Appendix 1: Functions of supervision<sup>45</sup>

<b>Some aims of the management function</b>	<b>Some aims of the mediation function</b>
<ul style="list-style-type: none"> <li>• The overall quality of the worker’s performance is monitored and assured.</li> <li>• Agency policies and procedures are understood and followed.</li> <li>• The worker understands her/his role and responsibilities.</li> <li>• Work is reviewed regularly in accordance with agency and legal requirements.</li> <li>• Records are maintained according to agency policies.</li> <li>• Lines of accountability and levels of authority are clarified.</li> <li>• The worker is given an appropriate workload.</li> <li>• Time-management expectations of the worker are clear and checked.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources (including staff time) are allocated effectively.</li> <li>• Staff needs are represented to more senior management.</li> <li>• Staff are briefed about or consulted on organisational developments.</li> <li>• Mediation or advocacy between workers, within or between teams, or with other agencies is undertaken.</li> <li>• Staff are represented or accompanied in work with other agencies.</li> <li>• Staff are involved in team decision making.</li> <li>• Complaints about staff are dealt with.</li> </ul>
<b>Some aims of the development function</b>	<b>Some aims of the support function</b>
<ul style="list-style-type: none"> <li>• To assist the worker to build professional competence and capabilities.</li> <li>• Appreciate and assess the worker’s theoretical base, skills, knowledge and individual contribution to the agency.</li> <li>• Explore the worker’s value base in relation to race, gender etc and its impact on his/her work.</li> <li>• Support the worker’s capacity to set professional goals.</li> <li>• Enable access to professional consultation in areas outside the supervisor’s knowledge/experience.</li> <li>• Provide summative and formative feedback to the worker on all aspects of their performance.</li> <li>• Support the worker’s ability to reflect, generalise learning and encourage commitment to ongoing CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• To validate the complexity of the worker’s professional and personal responses.</li> <li>• To clarify boundaries between support and counselling and the limits of confidentiality in supervision.</li> <li>• To create a safe climate for the worker to look at her/his practice and its impact on her/him.</li> <li>• Debrief the worker and give the worker permission to talk about feelings, especially fear, anger, sadness, repulsion or helplessness.</li> <li>• Help the worker to explore emotional blocks to the work.</li> <li>• To explore issues about discrimination, in a safe setting.</li> <li>• To monitor the overall health and emotional functioning of the worker, especially with regard to the effects of stress.</li> <li>• Help the worker reflect on difficulties in relationships, assist in resolving conflict.</li> </ul>

<sup>45</sup>Morrison, T. (2005) Staff Supervision in Social Care: Making a real difference for staff and service users, 3rd ed., Brighton, Pavilion Publishing

## Appendix 2: ENABLE Scotland: template used to record supervision

### Support and Supervision for Personal Assistants May 2015



The signatures confirm agreement that this form is an accurate record.

Personal Assistant's name \_\_\_\_\_

PA signature \_\_\_\_\_

Line Manager's signature \_\_\_\_\_

Are you up to date with using your annual leave this year? How much left?

\_\_\_\_\_

Date of session \_\_\_\_\_

#### **1. Choose areas that you would like to discuss.**

For example:

Work or personal or professional issues that might affect you

How you contribute to the team

Support you would like to help you achieve any plans to develop

Team dynamics - how the team is working together.

Anything that would help you to be more confident and competent in your current role

Ideas for the team, people you support

Support that would be useful to help you resolve/cope with any work issues.

Anything else?

PA comments

Line manager comments

## 2. Completed ACTION PLAN since the last individual supervision session

What have you tried? What are your successes? What are you pleased about?

Do you need to update the Service Design, Support Strategies or Risk Assessments based on what you learnt? Put this into your action plan if you need to change anything.

### 3. An update on the person you support's progress towards their personal outcomes.

Any good stories of how you/others are supporting the person towards their personal outcomes? (for example, Supporting the person to take more power and control?)

#### Any concerns?

PA comments:

Line manager comments:

#### 4. Reflection/Learning Log

<b>Date</b>	<b>Training/Learning that I completed</b> Any specific learning I did (eg read an article, tried a new approach at work/saw something on TV, went to learning/sharing session/attended training/heard something new at a team meeting)	<b>How long did you spend? Eg 1 hour or half day</b>	<b>How do I use this learning in my practice?</b>

What other training/learning/support do you require for your role?

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(If you are completing an SVQ or other award please bring along your current progress report for discussion with your line manager) Keep as evidence for the SSSC



**6. Progress in, for example, using a Policy (or SSSC Code of Practice/part of a Service Design or Support Strategies)**

What did you look at since the last session?:	
What are the key points? PA comments	Please give example(s) of how you put this into practice? Any challenge you face? PA comments
What support would help you and your team to understand and put this into practice at work?  PA comments	Line manager comments:

**7. FUTURE ACTION PLAN that you are now going to work on**

Leave this blank until your supervision session.

<b>Based on what we know, what should you do next?                  What will you focus on to help the person/people move towards personal outcomes?</b>	
1.	
2.	
3.	
4.	
5.	

## 8. Professional Development:

**My Strengths/Competencies:** Fill up this page over time at the end of supervision sessions/team meetings/observations. When you and your line manager agree that you showed the strength through a specific piece of work – both sign it. When the strength/competency is signed off you have achieved it–congrats!

### EMPOWERING PEOPLE - enabling people to lead their own lives

Engaged: I showed in my work that.....	You sign	Line Manager sign-off	Established: I showed in my work that	You sign	Line Manager sign-off
I am committed to making a positive difference to the lives of the people I support			I notice the strengths, knowledge and expertise of the people I support and carers		
I am committed to making sure that the people I support direct their own lives and achieve their personal outcomes.			I deliver support in a way that helps the people I support to achieve their personal outcomes		
I value the carers and families of the people I support as equal partners			I work with the people I support, their carers and others to promote positive risk taking		
I recognise the strengths of individuals, families and communities.			I help people to connect with their local communities or communities of interest		
I am aware that I must make sure that children and adults are protected from harm			I remain focused on the personal outcomes of the people I support when faced with conflicting priorities.		



**WORKING IN PARTNERSHIP - working together with the people I support and other partners.**

<b>Engaged: I showed in my work that.....</b>	<b>You sign</b>	<b>Line Manager sign-off</b>	<b>Established: I showed in my work that</b>	<b>You sign</b>	<b>Line Manager sign-off</b>
I understand the importance of relationships and value other people’s different ideas and perspectives			I recognise the positive value of diversity and use it to improve the quality of my own practice		
I build positive relationships with the people I support and carers			I constantly check the balance of power in my relationships with the people I support and I work to make sure that they have the power and control		
I build good working relationships with people from different backgrounds, with people in different roles in ENABLE and colleagues in partner organisations.			I take active steps to build positive relationships to develop networks and promote partnership working.		
I put the personal outcomes of people supported by ENABLE first and know that I need to work with colleagues in other organisations to achieve this.			I put the personal outcomes for people supported by ENABLE first. I work with colleagues in other organisations to overcome any areas of conflict to achieve this.		
I understand the importance of relationships and value other people’s different ideas and perspectives			I recognise the positive value of diversity and use it to improve the quality of my own practice		

**LEARNING/REFLECTING – actively involved in continuous learning and improvement**

<b>Engaged: I showed in my work that.....</b>	<b>You sign</b>	<b>Line Manager sign-off</b>	<b>Established: I showed in my work that</b>	<b>You sign</b>	<b>Line Manager sign-off</b>
I take responsibility for my own learning and development.			I think about the effect that my actions/words/ approaches have had		
I think about how my learning makes a difference to my practice.			I actively think about what formal and informal learning would help me at my work		
I actively participate in learning opportunities within and out with my workplace			I show how I have used my learning to improve what I do at work		
I contribute to the learning and development of others.			I promote the learning and development of others		
I keep my required learning up to date			I share good practice and good stories about what works		

Check [www.continuouslearningframework.com](http://www.continuouslearningframework.com) to choose another competency when you have shown that you use all of the above ones successfully.

## Appendix 3: Some questions to help the contracting process<sup>46</sup>

How will you know that you are getting what you want from supervision?

How will I know that supervision is useful to you? How will you let me know that supervision is on track for you?

Supposing we've been meeting for three months, what else will you hope to be getting from supervision?

How have you made supervision useful for yourself in the past?

How would you let me know if we need to do something different?

What do I need to know about your way of working?

How will you know that your way of working is moving forward? (this can lead to looking at strengths and how they develop and influence client outcomes)

What kinds of cases/situations/problems are you good at working with? What would people using services say about your way of working?

What situations are toughest for you and how will you know that you are moving forward?

What do you know about how you are when you are:

- stressed or distressed
- bored
- confused
- isolated
- overwhelmed?

What is the most helpful way that I could respond to you as a supervisor when this happens?

If I were to feel anxious about what I hear about the way you were working with a particular case, how would you like us to handle that situation? If such a thing has happened to you before, what have you appreciated about the way your supervisor has dealt with the situation?

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<sup>46</sup>Rothwell, B (unpublished)

## Appendix 4: Preparing for group supervision

**Group supervision** is not a substitute for individual supervision. It is a supplement to the one-to-one session you may have on a regular, if not frequent, basis and can be a useful way to achieve important connections with your colleagues.

Group supervision has a number of forms and it is very important before anyone participates they understand and agree with the arrangements for creating a safe and useful environment for the group to do its work. Group supervision will often be facilitated by a manager/supervisor, although the extent to which they will lead the group will vary.

This paperwork is intended to help you think about your own participation in group supervision, so you can make the most of the opportunity. Think about the questions and write down your answers so when the group creates a set of rules to operate by you are able to contribute.

1. When have you been part of a group that you felt you benefitted from?  
(This might not have been a work based group or a formal group).
2. What were the benefits? What did you gain from being part of the group?  
For example feeling understood; knowing others were having the same experience.
3. How did group members behave so that you benefitted?  
For example listening to you; sympathising.
4. How did you behave so that you benefitted from being part of the group?  
For example listening to others; asking for advice; sharing experiences.
5. What would have made it difficult to benefit from the group?  
For example not attending regularly enough; not knowing each other well enough.

### **Now specifically think about a group operating at work.**

6. What would your best hopes be for a supervision group? How could you benefit from participating in one?
7. What could you do to help others benefit from the supervision group?
8. What could the facilitating manager/supervisor do to help everyone benefit from the supervision group?
9. Which of the following activities would you like the group supervision to include?

Being able to share ideas about working with people using services with others who do a similar job to you.	
Being able to talk to others about the impact of the work on you.	
Being able to compare your experiences of the organisation with your colleagues.	
Being able to help others with problem solving or generating ideas.	
Hearing from your manager/supervisor – expectations and feedback.	
Hearing from people who can help you learn and improve your practice.	
Being able to raise issues about the work you do and discuss how to resolve or manage them.	
Being able to feed back to the organisation about what is working well and what is not.	

10. Which of the following impacts would you like group supervision to have?

Feeling connected to the wider team.	
Feeling that your work is noticed, understood and appreciated.	
Being clear about what you are doing and how you are doing it.	
Knowing that you are working in the right ways.	
Feeling like you've had a breathing space.	
Understanding what the organisation expects of you.	
Feeling that your concerns have been heard.	
Being clear about what actions will be taken by others.	
Understanding the wider context of the work you do, and its impact on you and your clients.	

# Appendix 5: Clackmannanshire and Stirling Council's template

## Group Supervision Record



### Practice Standard:

- Each supervision session will be formally recorded and held as supervision record by line manager, case discussion and decision will be recorded in service user files.

Service/Team:

Date and Time:

Supervisor/Group Facilitator:

Staff present:

**Agenda** (Include Plan for Session and Outline of Group Learning Methods)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

## Review of Previous Session – Decisions, Actions and Progress Made

Issues Noted:	Actions Agreed:	Outcome:

### Key Information Shared:



**Practice/Service Discussion**

<b>Issues Noted:</b>	<b>Outcome:</b>	<b>Actions Agreed:</b>	<b>Outcome:</b>

# Reflective Practice Discussion

Presenter	Description of Practice	Discussion Points	Learning Points	Actions	Timeline

**Learning and Development:**

**Staff Safety/Welfare:**

**Date of Next Session:**

## Appendix 6: Performance management framework<sup>48</sup>

Performance area	Evidence and comments
Clear on (professional) role (including values and ethics of role).	
Has an appropriate relationship with (the right) service user	
a) Uses own authority appropriately. b) Responds appropriately to the authority of others.	
Engages with/addresses issues of discrimination/oppression.	
Is self-aware and self-regulating.	
Is accurately empathic/engages/can take other perspectives.	
Demonstrates accuracy and relevance in observation and information gathering.	
Is able to analyse and synthesise information.	
Devises and executes appropriate plans (case work and workload).	
Interventions are skilful, thoughtful and purposeful.	
Progresses tasks appropriately.	
Demonstrates efficiency with administration, including recording.	
Has positive a) team and b) multidisciplinary relationships (including tolerance of diversity; motivation and social skills).	
Makes appropriate use of supervision	
Is adaptable/responsive to the need for change.	

<sup>48</sup>Rothwell, B (unpublished) adapted from and building on the work of Tony Morrison and Jane Wonnacott

## Appendix 7: Fife Council Supervision Training

In May 2012 a working group of managers and supervisors from across the social work service developed a new process and recording format for supervision. The aim was to provide consistency in the supervision process, create a recording process that supported clear decision making and accountability for actions and encourage discussion outwith direct case management.

The group agreed the supporting documentation for supervision. This consisted of a supervision contract and forms to record the different elements of supervision: Part A focusing on performance management, Part B covering the main supervision agenda with a focus on the staff member and Part C to record specific case discussions and decisions. There was also an agreed Transfer Summary Form for when staff had a change in supervisor. This would allow the new supervisor an overview of any key areas, in particular in regard to attendance, performance and any agreed development.

Briefing sessions were held and a one day training course developed to support supervisors with the new process and recording format.

### Review of training needs

In November 2013 a survey was carried out to gain an overview of staff's perception of their supervision and to ascertain how consistently the supervision process was implemented. The survey was distributed to 3,670 staff and achieved a 9.6% return. Results were analysed in service areas and reported back to service managers. This allowed managers to consider whether further support or action was required. Attendance at training had dropped as the majority of supervisors were now familiar with the process. This, together with feedback from the survey, made it apparent that the training needed to be redeveloped to meet changing needs. Training sessions had to be adapted to be effective with smaller groups. Comments from the survey highlighted the need for a focus on supporting the 'quality' of supervision. It was apparent that quality supervision could not be achieved through forms or processes but needed supervisors to use particular skills and approaches.

With this in mind, a new suite of training for supervisors was developed, consisting of three separate modules:

- a half day for new supervisors focussing on the supervision policy and paperwork for recording supervision sessions
- a half day focussing on the performance management element of supervision, including the benefits of performance management systems, setting SMART objectives, the importance of recognising good performance
- a full day looking at supervision practice skills.

The following skills were identified for the one day course.

- Leadership – what is the difference between being a manager and a leader, what are the different leadership styles, identify what kind of leader they are, recognise the need to use different leadership styles with different staff or situations, French and Raven’s theory of power in relation to themselves and the informal leaders in the team.
- Communication – including questioning techniques, active listening, giving positive and constructive feedback rather than accolades or criticism, having difficult conversations and being assertive.
- Empathy.
- Motivation – introducing motivational theories, for example equity theory and Herzberg, an opportunity to identify their own motivation drivers and how an understanding of other’s drivers can support staff motivation.
- Decision making – being aware of different fallacies and looking at decision making process.
- Group supervision – discussion on the benefits of group supervision and where this can be effective.

### **Current position**

Feedback on the new supervision skills training has been positive. Comments have included:

**‘I found the information helped me to have a clearer understanding of good supervision.’**

**‘This allowed me to think through how to deal with different situations within supervision.’**

**‘It has helped to focus and get more from my team’s supervision. I am now considering the impact of group supervision as a tool.’**

A further survey was carried out in May 2015. This was more in-depth than the 2013 survey and supervisors had the opportunity to comment on providing supervision as well as on the supervision they receive. It also recognised support outwith formal supervision. This survey response rate increased to a 26% return.

The 2015 survey highlighted that although there was still room for improvement, generally, there has been an increase in the implementation of the supervision policy and process as well as the quality of supervision. There was a 28% increase in the number of staff who in response to the question ‘Overall, how useful and valued is supervision to you?’ chose the statement ‘Very, I feel very positive about my supervision’.